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A listing of 344 dissertations completed in colleges and universities since 1966 in the areas of preschool, elementary, secondary, college, and adult reading is reported. Volumes 27 and 28 of "Dissertation Abstracts" were reviewed, and dissertations on reading were noted. A comprehensive, analytical abstract was prepared by professionals in reading who worked from the summary reported for each dissertation. As much as possible of the procedures, design, and conclusions of each investigation was included in the abstract. Each entry includes complete bibliographic data and information for ordering copies. Copies of any dissertation listed in the bibliography may be ordered from University Microfilms, Ann Arbor, Michigan, in positive microfilm or bound xerographic form. (CM)

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Recent Doctoral Dissertation Research in Reading
Supplement 1

Compiled by
Edward G. Summers
Indiana University

RE 001 648

ERIC/CLEARINGHOUSE ON RETRIEVAL OF INFORMATION AND EVALUATION ON READING
. . . a national clearinghouse to organize and disseminate significant research, information, and materials on reading to teachers, administrators, researchers, and the public. A joint project of the International Reading Association and Indiana University in cooperation with the Educational Resources Information Center of USOE.

ERIC/CRIER READING REVIEW SERIES

Volume 2 Bibliography 14

Recent Doctoral Dissertation Research in Reading
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U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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March 1969

The ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading is a national clearinghouse which collects, organizes, analyzes, and disseminates significant research, information, and materials on reading to teachers, administrators, researchers, and the public. ERIC/CRIER was established as a joint project of the International Reading Association and Indiana University in cooperation with the Educational Resources Information Center of the USOE. The Clearinghouse is part of a comprehensive information system being developed for the field of education.

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Recent Doctoral Dissertation Research in Reading, Supplement 1, provides a listing of theses completed in colleges and universities which have pursued research in the areas of preschool, elementary, secondary, college, and adult reading. All dissertations listed have been reported in Volumes XXVII and XXVIII of Dissertation Abstracts, a publication of University Microfilms, Ann Arbor, Michigan. The Abstracts is a monthly publication which announces summaries of dissertations in cooperation with the majority of institutions in the United States conducting doctoral programs.

Relevant issues of Dissertation Abstracts were reviewed, and theses on reading were noted. A comprehensive analytical abstract was prepared using the lengthy summary reported for each dissertation. In many instances the dissertation itself was reviewed in preparing the abstract. As much information as possible on the procedures, design, and conclusions of each investigation was included in the abstract. Each entry includes complete bibliographic data for the thesis.

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This bibliography lists and abstracts dissertations in reading which have appeared in Dissertation Abstracts since 1966. ERIC/CRIER has also published Recent Doctoral Dissertation Research in Reading which lists and abstracts 379 dissertations in the field of reading completed in colleges and universities from 1960 to 1966. This bibliography is available in microfiche and hard copy reproductions from the ERIC Document Reproduction Service. The order number is ED 012 693, microfiche $2.00, hard copy $11.05. Another compilation of doctoral research related to reading, listing over 700 theses completed from 1919 to 1960, is also available from EDRS: Doctoral Studies in Reading, 1919-1960, ED 011 486, microfiche $0.50, hard copy $4.50. The address for the ERIC Document Reproduction Service is: EDRS/NCR, The National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014. Payments must accompany orders totaling less than $5.00. Add a handling charge of $0.50 to all orders. Applicable state sales taxes must be added or tax exemption certificates submitted. Complete information on ordering and an order blank can be obtained by writing EDRS/NCR.

6707
Aaron, Robert Lamar. "A Study of the Relationships of Certain Student Characteristics to the Achievement Gains of Selected Disabled Readers Who Participated in the Georgia Summer Reading Program," Ed.D., The University of Georgia, 1967. Major Professor: I. E. Aaron, Vol. XXVIII, No. 6, 2132-A. (Order No. 67-16, 192, Microfilm $3.60; Xerography $12.60, 277 pages.)

This study evaluated the effects of a 7-week summer reading program on the reading achievement of first, second, and third graders. Two hundred and eighty-eight disabled readers, 158 who were instructed and 130 who were not instructed, were studied. Pupil family and teacher characteristics were collected on this sample and on 72 successful achievers selected by the study teachers. The study revealed that disabled readers who received summer reading instruction gained more in reading vocabulary and in total reading score over the summer period than disabled readers who did not receive the instruction. After summer reading instruction, boys were not significantly different from girls in gains made in reading vocabulary, reading comprehension, and total reading score. In the following school year, the summer-instructed children did not show any significant gain in reading skill over children who were similarly disabled but did not have the summer instruction. Disabled readers had significantly more brothers and sisters, did significantly less reading at home, and owned significantly fewer books than successful achievers. Male disabled readers expressed a stronger like for school than female disabled readers.

6708
Aaronson, Albert Jack. "An Investigation into the Relationship between Maternal Attitudes toward Child Rearing and the Success of Boys in Reading," Ph.D., New York University, 1966. Chairman: Dan Dodson, Vol. XXVII, No. 8, 2382-A. (Order No. 67-106, Microfilm $3.00; Xerography $5.60, 112 pages.)

The 50 most successful boy readers and the 50 least successful boy readers were selected from 19 second-grade classes in a suburban school district. The Parent Attitude Research Instrument by Schaifer and Bell was administered to the mothers of these boys in order to investigate the relationship of the mothers' attitudes toward child rearing to the success of boys in beginning reading. Mothers of less successful readers scored significantly higher on Strictness and Avoidance of Communication. A difference at a level of trend was found for the attitude described as Inconsiderateness of Husband. Differences between the groups appeared to be more in the organization of attitudes than in the strength of any particular attitude.

6709
Abel, Louise Williams. "Social and Moral Values Presented in Children's Textbooks," Ed.D., University of California, Berkeley, 1966. Vol. XXVII, No. 3, 695-A. (Order No. 66-8238, Microfilm $3.00; Xerography $5.80, 120 pages.)

The social-moral values included in two modern readers were compared with those included in the older McGuffey readers. For each series, the first, third, and fifth readers were selected for analysis. Twenty-one values were identified. Frequency of inclusion within a story of each value was computed. The frequency and grade placement of values were compared. Reliability of the analysis was checked by two other judges. The modern readers included as many social-moral values as the older readers. In the modern readers, the number of values included was greater at the first-grade level. With the exception of "kindness," the values included varied from text to text and from grade to grade. The modern readers did not include the "God-Prayer" value, but did give attention to "Cooperation, Appreciation, Helpfulness, and Resourcefulness." Inclusion of the religious motivation value was the greatest difference between the old and new readers.

6710
Adams, Roger Morrison. "The Effect of Pre-Reading Instruction in Certain Letter and Blend Sounds on Reading Achievement at the End of First Grade," Ph.D., University of Minnesota, 1967. Vol. XXVIII, No. 8, 3060-A. (Order No. 68-1520, Microfilm $3.00; Xerography $7.80, 168 pages.)

The effect of prereading instruction in certain letter and blend sounds on first-grade reading achievement was investigated. Complete data were collected on 285 first-grade pupils who were assigned to experimental and control groups. Analyses of covariance considered treatment, sex, and achievement level. The primary conclusion drawn from test results was that some advantage to first-grade reading achievement is derived from a prereading program in letter and blend sound instruction. A tentative conclusion was that there is no necessity to differentiate letter and blend sound instruction on the basis of sex or achievement level.

6711
Allison, Richard Bernard. "The Relationship between Handedness in Elementary School Children and Reading Skills, School Achievement, and Perceptual-Motor Development," Ph.D., University of Alabama, 1966. Vol. XXVII, No. 5, 1256-A. (Order No. 66-11, 355, Microfilm $3.00; Xerography $5.00, 99 pages.)

The relationship between handedness and reading skill, perceptual-motor development, and school achievement of children of at least average intelligence was investigated. The sample was comprised of 59 third-, forth-, or fifth-grade children in two elementary schools in Alabama. Two groups of left-handed students constituted the experimental groups, and a group of right-handed subjects was the control group. One group of left-handed students had a family history of left-handedness, while the other did not. All students were administered tests of intellectual ability, perceptual-motor development, and reading ability. School achievement levels were obtained from school records. Analysis of variance was used to analyze the data. There were no significant differences among the groups in reading skills, perceptual-motor development, or school achievement. A significant difference in hand dominance was found among the groups. Suggestions for further research are included.

6712
Anderson, Arthur LeRoy. "An Investigation of Sources of Collateral Reading to Enrich Social Studies Units Taught in the Elementary School (K-6). (Research Study No. 1)," Ed.D., Colorado State College, 1966. Vol. XXVII, No. 7, 2093-A. (Order No. 66-12, 163, Microfilm $4.80; Xerography $17.10, 376 pages.)

Sources of collateral or enrichment reading to enhance social studies units in elementary school were investigated. The study was also designed to compile an annotated list of books to enrich units in elementary social studies. The units in social studies texts were identified. Each book title recommended by the author was noted. The literary quality of the book was checked in the Children's Catalog, and the number was recorded. Any book which was not recommended at least twice was eliminated. On each book title card, the suggested reading level was indicated. The findings indicated that of more than 100 elementary social studies texts, 300 units were suggested. The number of unit titles included in the study was 213. Approximately 8,000 books were recommended for the 213 units. Of this number, 2,493 books met the established criteria. A brief annotation of these books as well as reading level was compiled. Recommendations are included.

6713
Appleby, Bruce Charles. "The Effects of Individualized Reading on Certain Aspects of Literature Study with High School Seniors," Ph.D., The University of Iowa, 1967. Chairman: G. Robert Carlsen, Vol. XXVIII, No. 7, 2592-A. (Order No. 67-16, 771, Microfilm $3.00; Xerography $7.00, 150 pages.)

The purpose of the study was to determine the effects of individualized reading as a method of teaching literature in the secondary school. Individualized reading was defined as a teacher-guided program in the reading of literature which allows the student to choose what he reads. Each book read is discussed with the teacher; there is no group instruction. The subjects, high school seniors, were assigned to one of three groups: the experimental group using Individualized Reading, a control group using a basic anthology, or a control group enrolled in an elective English class. At the end of the semester, two tests were administered: (1) Test 7, "Ability to Interpret Literary Materials," Form Y-3, Iowa Tests of Educational Development and (2) "Inventory of Satisfactions Found in Reading Fiction," from the Educational Testing Service. The following conclusions were reached: (1) whichever approach was used, subjects reacted the same in satisfactions gained, (2) the ability to interpret literary materials was affected by instruction, (3) individualized reading was significantly more effective in making students aware of the contributions literature may make to them and their self-improvement and in gaining satisfaction in reading for style and technique, and (4) individualized reading subjects had fewer dislikes of fiction.

6714
Attea, Mary. "A Comparison of Three Diagnostic Reading Tests," Ed.D., State University of New York at Buffalo, 1966. Advisor: William Eller, Vol. XXVII, No. 6, 1530-A. (Order No. 66-13, 082, Microfilm $3.00; Xerography $7.40, 157 pages.)

A comparison of three diagnostic tests devised for elementary school children, the Durrell Analysis of Reading Difficulty, the Gates-McKillop Reading Diagnostic Tests, and the Spache Diagnostic Reading Scales, was carried out in order to determine their degree of relationship, their equivalence of grade levels and the differences in variability among similarly labeled subtests. One hundred and one randomly selected third graders were administered all three tests with no more than a week's interval between each test. Among the differences significant at the .01 level were the oral reading and word recognition subtests, compared on the basis Durrell-Spache, Durrell-Gates, and Gates-Spache.

6715
Attea, William Jones. "A Study of the Relationships between Specified Characteristics of Teacher Preparation, Experience, and Values and the Reading Achievement Attained by Pupils in First Grade," Ed.D., State University of New York at Buffalo, 1966. Vol. XXVII, No. 6, 1571-A. (Order No. 66-13, 083, Microfilm $3.00; Xerography $3.00, 50 pages.)

The preparation, experience, and values of teachers were studied to ascertain whether any relationship existed between these and the reading achievement attained by pupils in the first grade. Teacher values were identified by use of the Allport-Vernon-Lindzey Study of Values, and the reading achievement attained was determined by the residual obtained when the variance which the Lee-Clark Reading Readiness Test scores had with the Stroud Hieronymus Primary Reading Profiles Test scores was partialed out from this latter test. There were 3,455 children in randomly selected schools of western New York State participating. The results indicated that total teaching experience, teaching experience in the first grade, and graduate study in elementary education were significantly related to pupil achievement in reading. None of the other characteristics investigated produced significant differences for the teaching-learning situation of this study.

6716
Bailey, Carolyn Frances. "A Comparison of the Effectiveness of Two Reading Programs and a Language Development Program with Culturally Disadvantaged Children," Ed.D., George Peabody College for Teachers, 1966. Major Professor: Donald Neville, Vol. XXVII, No. 11, 3767-A. (Order No. 67-3599, Microfilm $3.00; Xerography $8.20, 177 pages.)

The reading achievement among five groups of culturally disadvantaged first-grade children was compared. Thirty children from each of four treatment populations and 30 from a contrast population were randomly drawn from 22 classrooms. The treatments consisted of reading instruction using Words in Color (WIC), with and without the Peabody Language Development Kit, Level #1 (PLDK), and the Combined Reading Program (CRP), utilizing Reading for Meaning and Reading with Phonics, with and without the PLDK. The contrast group used the Reading for Meaning only. Analyses of pretest and post-test differences on the Metropolitan Achievement Test, Primary I Battery, subtests Word Knowledge, Word Discrimination, and Reading; the Stanford-Binet; and the Illinois Test of Psycholinguistic Abilities indicated no significant differences at the .05 level in reading achievement, IQ, and Language Age scores for any group. However, significant variability on Word Knowledge, Word Discrimination, and Language Age was discovered among the groups. Post hoc subanalyses suggested that teaching effectiveness in implementing the program was responsible for the variability found in the Word Knowledge and Word Discrimination scores of the CRP group and that the WIC/PLDK treatment interaction with the subjects magnified individual differences on Language Age difference scores.

6717
Balmuth, Miriam. "The Relationship between Phoneme Blending of Nonsense Syllables and Silent Reading Achievement among Elementary School Children," Ph.D., New York University, 1966. Vol. XXVII, No. 4, 943-A. (Order No. 66-9453, Microfilm $3.00; Xerography $7.20, 155 pages.)

Three hypotheses regarding phoneme blending of nonsense syllables and silent reading achievement were examined: (1) a positive relation between phoneme blending of nonsense syllables and silent reading achievement exists for boys, (2) the same positive relation exists for girls, (3) this relationship is similar in boys and girls. An original test entitled, "Experimental Test of Phoneme Blending" was administered to 252 boys and girls attending grades 1 through 6. The Metropolitan Achievement Test for silent reading was also administered, and all subjects were checked for normal hearing. Age and ethnic origin were also considered in relationship to phoneme blending of nonsense syllables. A positive relationship between phoneme blending of nonsense syllables and silent reading achievement among elementary school children was found. Sex did not influence the relationship, but older children were better blenders than younger children. New York City children of European extraction were better blenders than New York City children of Negro or Latin American origins.

6718
Barbar, Larry W. "A Practical Study of Vocabulary Instruction," Ph.D., Indiana University, 1967. Vol. XXVIII, No. 11, 4473-A. (Order No. 68-7206, Microfilm $3.00; Xerography $5.20, 105 pages.)

The purpose of this study was to determine the hierarchal ordering of four response techniques in teaching a basic sight recognition vocabulary. The four responses were (1) reinforcement for a correct response and correction for an incorrect response, (2) reinforcement for a correct answer only, (3) correction for an incorrect response, and (4) neither reinforcement nor correction. The effectiveness of teaching a static word list was compared with substituting new words for learned words in the list. The statistical design was a 2x4 analysis of variance. The procedure employed a pretest, training test, post-test (short-term retention), retention test (long-term retention), and a transfer test. Subjects were 128 first graders. The results indicated a significant difference on the post-test for correction only treatment.

6719
Barbour, Breese Fulton. "A Comparison of Two Methods of Teaching Reading to Culturally Disadvantaged Students," Ed.D., Syracuse University, 1967. Chairman: Ernest J. Milner, Vol. XXVIII, No. 10, 4018-A. (Order No. 68-5501, Microfilm $3.00; Xerography $8.60, 187 pages.)

The effectiveness of a machine-oriented and a teacher-oriented method of teaching reading was compared. Subjects were 100 culturally disadvantaged secondary school students voluntarily participating in an "Upward Bound" program in New York. A variance and multiple regression analysis of data collected from pre- and post-test scores on three forms of the Diagnostic Reading Test, Survey Section, Upper Level, indicated that the machine-oriented approach was not significantly superior to the teacher-oriented method in terms of reading rate or comprehension development. It was significantly superior to the teacher-oriented method in terms of vocabulary improvement.

6720
Barron, Bennie George. "An Investigation of the Effect of Videotape and Micro-Teaching Technique on "Openness" in Students Enrolled in an Elementary Language Arts Methods Course," Ed.D., University of Southern Mississippi, 1967. Vol. XXVIII, No. 9, 3522-A. (Order No. 68-2926, Microfilm $3.00; Xerography $7.20, 151 pages.)

The purpose of the study was to determine whether a selected group of university students receiving elementary school language arts methods instruction supplemented by microteaching techniques and videotape would show a significantly greater gain in "openness" than other students in similar groups. The 42 subjects were required to participate in activities in addition to the regular course requirements. Subjects in the experimental group were asked to prepare, teach, and critique short lessons in the microteaching technique. A second group observed language arts being taught in schools by regular classroom teachers. A third group prepared nonannotated bibliographies based on the language arts. The Teacher Problems Q-sort Test was given. Group one evidenced a positive and significant growth in openness. The other two groups did not. It was recommended that the inclusion and use of a Microteaching Lab be made part of the teacher training program.

6721
Barsky, Marilyn Lee. "The Relationship of Some Aggressive Characteristics to Reading Achievement in Fifth and Sixth Grade Males and Females," Ed.D., Rutgers-The State University, 1966. Vol. XXVII, No. 5, 1257-A. (Order No. 66-12, 062, Microfilm $3.15; Xerography $11.05, 242 pages.)

The relationships among three measures of aggression (overt, covert, and fantasy) and reading ability and the difference in relationships between the sexes were investigated. Four groups of fifth- and sixth-grade children (N=84) were screened from a total sample of 372 on the basis of a group intelligence test and a reading test. Superior and inferior readers were defined. Males and females were matched on chronological age, intelligence, reading ability, and grade. A fifth group (N=21) consisted of average readers. Aggression was measured by the Fels Revised Child Behavior Scales, the Robert Sears' Aggression Scales, and the Thematic Apperception Test. Intercorrelations, analysis of covariance, and analysis of variance were used to analyze the data. Inferior male readers were significantly higher in antisocial aggression than inferior female readers. Inferior readers were significantly lower in assertion than superior readers. Inferior male readers were significantly higher in projected aggression than superior male readers. Further findings are included.

6722
Bean, William James. "The Isolation of Some Psychometric Indices of Severe Reading Disability," Ph.D., Texas Technological College, 1967. Chairman: Robert P. Anderson, Vol. XXVIII, No. 8, 3012-A. (Order No. 68-2607, Microfilm $3.00; Xerography $5.80, 118 pages.)

The purposes of this study were (1) to determine how retarded readers differ from average readers by using an extensive battery of psychological tests, (2) to isolate those variables which significantly differentiate retarded readers from average readers, and (3) to examine the different variables for their manifest and probable structure in order to isolate basic mechanisms involved in reading retardation. Subjects were 25 retarded seventh, eighth, and ninth graders matched by age and IQ with an equal number of average readers. Data were analyzed for significant differences by t-tests, discriminant analysis, multiple correlations, and regression equations. It was concluded (1) that retarded readers showed a generalized verbal deficit, (2) that visual motor coordination was not a critical element in this age group, (3) that sequential memory was a critical element, and (4) that gross brain pathology was not a factor in the age group studied. However, it was inferred from the result of Eisenson's study (1966) that retarded readers exhibited some minimal amount of brain dysfunction.

6723
Beauchamp, Joan M. "The Relationship between Selected Factors Associated with Reading Readiness and the First Grade Reading Achievement of Students Instructed in the Initial Teaching Alphabet," Ph.D., Syracuse University, 1967. Vol. XXVIII, No. 4, 1200-A. (Order No. 67-12, 053, Microfilm $3.00; Xerography $5.20, 105 pages.)

One hundred and eighty-two first-grade children were pretested to obtain a measure of reading readiness. The four tests used were: (1) Thurstone Pattern Copying, Experimental Edition, (2) Thurstone and Jeffrey, Identical Forms, Experimental Edition, (3) Pintner-Cunningham and Durost, Pintner-Cunningham Primary Test, Form A, Revised 1964, and (4) Murphy and Durrell, Murphy-Durrell Diagnostic Reading Readiness Test, 1964. The Early-to-Read i/t/a Program and The Downing Readers were used as instructional material for a period of 140 days with an average of about 2 hours of reading and related language arts instruction per day. The Stanford Achievement Test was used in the post-testing session. The study revealed that girls scored significantly higher than boys on three out of seven predictor variables--phoneme identification, capital letters, and identical forms. All but one of the reading readiness factors, learning rate, were useful for predicting reading achievement of the i/t/a instructed children. The use of a combination of reading readiness factors was superior to the use of one factor in the prediction of all but one criterion variable--vocabulary.

6724
Bellin, Adelaida Peinado. "Creative Thinking Ability and Its Relationship to Reading Comprehension and Intelligence of Fourth-Grade Pupils," Ph.D., University of Minnesota, 1967. Co-Advisers: Guy L. Bond and Robert Dykstra, Vol. XXVIII, No. 7, 2429-A. (Order No. 67-17, 260, Microfilm $3.00; Xerography $5.20, 101 pages.)

This study was designed to determine whether a significant relationship exists between measures of creativity and basic reading ability and the intelligence of fourth-grade pupils. The sample consisted of 250 fourth graders enrolled in seven randomly selected St. Paul, Minnesota, public schools during the school year 1965-66. The creativity of the subjects was checked by the use of The Minnesota Tests of Creative Thinking, verbal and nonverbal forms (abridged). Basic reading skills were measured by the reading test of the Iowa Test of Basic Skills. Intelligence was determined with the Lorge-Thorndike Intelligence Test. The research findings supported the conclusion that the relationship between creative thinking ability and reading comprehension of fourth graders is affected by intelligence. The general correlation between basic reading ability and creativity was low but positive, indicating a slight relationship between creative thinking ability and reading comprehension. It was also found that there was a significant relationship between creativity and intelligence and that there were no significant differences in the mean reading scores of the high creatives and the low creatives in all creative measures when intelligence was held constant.

6725
Berger, Allen. "Effectiveness of Four Methods of Increasing Reading Rate, Comprehension, and Flexibility," Ed.D., Syracuse University, 1966. Vol. XXVII, No. 12, part 1, 4160-A. (Order No. 67-7104, Microfilm $3.00; Xerography $9.25, 203 pages.)

A 6-week study was conducted to determine (1) the effectiveness of four methods of increasing reading rate, comprehension, and flexibility, (2) the retention of gains, (3) the effect of an increase of rate on reading textbooks, (4) differences in gain, (5) retention of differences in gain, and (6) the effect of increased rate on length of passage. Methods of teaching were paperback scanning, controlled pacing, controlled reader, and tachistoscope. Retention was tested 3 weeks after completion of the training sessions. The subjects were 255 freshmen students from Syracuse University. There were 17 50-minute training sessions. Analysis of variance, t-tests, and correlation were used to analyze the data obtained from administration of the Van Wagenen Rate of Comprehension Test, The Robinson-Hall Reading Test of History, and the Braam-Sheldon Flexibility of Reading Test. All methods produced significant gains in rate. The results of the paperback scanning method were superior to the other methods. There was no significant change in the average level of comprehension. After 8 weeks, students retained their gain in rate. Reading flexibility increased through all methods except the tachistoscope method.

6726
Berke, Norman Daniel. "An Investigation of Adult Negro Illiteracy: Prediction of Reading Achievement and Description of Educational Characteristics of a Sample of City Core Adult Negro Illiterates," Ed.D., State University of New York at Buffalo, 1967. Vol. XXVIII, No. 3, 931-A. (Order No. 67-11, 507, Microfilm $3.00; Xerography $7.20, 153 pages.)

Forty-two adult Negro illiterates completed a 200-hour program of instruction. Pretesting on the Stanford Achievement Test in Reading-Primary Level indicated a grade equivalent of 1.9 or below. No visual impairment was found according to the Keystone Telebinocular Screening Test. A Stanford Achievement Test in Reading-Primary Level was readministered in an alternate form. The criterion variable, gain score in reading, correlated significantly with scores of four other measures--the Experience Inventory Functional Knowledge, Davis-Eells Probabilities, Experience Inventory Utilitarian Books, and Davis-Eells Analogies. An analysis of the data indicated differences between the high and low achievers, especially in family background. All sample members demonstrated ineffective visual and auditory discrimination skills. Listening comprehension level was not a good predictor of reading achievement. The concept of adult beginning reading readiness was indicated. Recommendations for construction and administration of tests for adult illiterates are made.

6727
Bernheim, Gloria Dinnella. "The Effects of Several Verbal Pretraining Conditions on Preschool Children's Transfer in Problem Solving," Ph.D., The Pennsylvania State University, 1967. Vol. XXVIII, No. 9, 3495-A. (Order No. 68-3527, Microfilm $3.00; Xerography $5.80, 117 pages.)

Two experiments were conducted to determine the relationship between verbal labeling responses and performance of reversal and nonreversal shift discrimination tasks. Previous experimental results and verbal mediation theory led to the assumption that three- and four-year-old subjects would perform a nonreversal shift more rapidly than a reversal shift. It was hypothesized that pretraining with relevant labels for the cues of the stimuli would reverse this effect. In the first experiment, the reversal shift was found to be easier than the nonreversal shift in all situations for all subjects. The results of the second experiment were the same, although some changes in procedure had been made. When the results were interpreted according to verbal mediation theory, the consistent relative ease of the reversal shift indicated that the subjects were already proficient in the use of verbal mediating responses. The failure to obtain significant effects associated with the verbal pretraining conditions indicated that verbal mediating responses did not play a significant role in discrimination learning and transfer. Situational variables and the subjects' abilities to correctly interpret a task were discussed as being of great importance in research with young children.

6728
Berson, Minnie Perrin. "Changes in Achievement and Personality in Children Functioning Below School Reading Norms in a Remedial Reading Program," Ed.D., Wayne State University, 1965. Adviser: Cynthia M. Colvin, Vol. XXVIII, No. 9, 3496-A. (Order No. 66-1220, Microfilm $3.20; Xerography $11.05, 245 pages.)

The purpose of the study was to observe and analyze student reading achievement and personality change during a remedial reading program. The program was planned for one semester, followed by a summer of rest and a second semester of remedial reading, with testing done in January, May, September, and the following January. The procedure included: (1) two or three sessions of remedial work done outside the classroom each week, (2) work done alone or with small groups under the instruction of a reading teacher, (3) remedial instruction combined with a supportive emotional approach, and (4) provision for opportunities to express feelings and interaction with other children. It was concluded that reading achievement developed at the expected rate while personality factors showed a significant positive change; that capitalization, punctuation, and graphs and tables were the easiest reading skills to improve; that comprehension, spelling, and vocabulary were the most difficult; that personality factors most amenable to change, as measured by the Children's Personality Questionnaire, were factors B (Less Intelligent-More Intelligent), F (Serious-Happy-go-lucky), and H (Shy-Venturesome); and that all reading skills continued at an average rate after one semester, accelerated after a summer of rest, and decelerated after a second semester of work.

6729
Bishop, Jay Kay. "A Theoretical Study of Language Development as a Foundation for Reading," Ph.D., Claremont Graduate School and University Center, 1966. Chairman: Malcolm P. Douglass, Vol. XXVIII, No. 2, 531-A. (Order No. 67-9496, Microfilm $3.00; Xerography $6.20, 130 pages.)

A theoretical model representing ways children learn to read graphic symbols was developed. Nine postulates, stated in chapter 2, form the paradigm. The child learns to read print through his language. The maturation of two modalities, a verbal language system and a motor-kinesthetic system, are considered in his language development. Development of these systems provides the basis for his expressive language development. The expressive language reflects the concept and symbol repertoire used to create meaning for printed symbols. The model is explicated in chapter 3 by applying it to the study of language and motor behavior of young children. Concept learning is discussed in chapter 4; socioeconomic factors in language development in chapter 5. In chapter 6, correlates to the reading process are discussed in relation to the theoretical position of the study. Conclusions drawn in chapter 7 relate to the learning process of children, teacher-pupil relationship, and the development of materials which are of concern in teaching reading. Suggestions are made for research indicated by the study.

6730
Blea, William. "A Photographic Study of the Eye Movements of Profoundly Deaf Children During the Process of Reading," Ed.D., University of Kansas, 1967. Vol. XXVIII, No. 11, 4473-A. (Order No. 68-6948, Microfilm $3.00; Xerography $5.40, 107 pages.)

An investigation was made of the relationship between eye movements in deaf readers and reading skills. Subjects were 40 hearing and 70 deaf fourth and fifth graders, half from a public residential school and half from a private residential school. Grade reading levels as determined by an achievement test, paragraph meaning section, were the selection guide for one factor. Profound hearing loss of 75 dB (re: ISO) or greater in the better ear was the second criterion for the deaf subjects. Hearing subjects were those whose hearing was no greater than 15 dB (re: ISO) in the speechrange, 500-2000 cps. Prior instruction with and demonstration of the Reading Eye Camera were given to all subjects. An analysis of variance, a 2x3 factorial design was used to analyze the data. The t-test and the Mann-Whitney-U test were also used. The deaf subjects appeared to contradict their poor reading skills when a comparison was made of their inefficient fixation skills and their apparent proficiency in having fewer regressions than the hearing students. Analysis of the span of recognition variable indicated significance among the groups only between the deaf private residential fourth and fifth graders. No significance was obtained for duration of fixation for any grade or group.

6731
Bluestein, Venus Weller. "Factors Related to and Predictive of Improvement in Reading, and Long-Term Effectiveness of Remediation," Ed.D., University of Cincinnati, 1966. Vol. XXVII, No. 6, 1700-A. (Order No. 66-11, 502, Microfilm $3.00; Xerography $10.15, 221 pages.)

Twenty-eight variables were examined for possible correlation with reading improvement in a representative sample of 152 elementary school children who had received remedial instruction in a reading center over a period of 13 years. Improvement in reading was defined as average gain during remediation as measured by the Stanford Achievement Test administered at the beginning and end of treatment. The following variables were positively and significantly correlated with reading improvement: grade, achievement in reading and arithmetic, IQ, degree of disability, listening comprehension level, and age. Achievement in reading and arithmetic at the time of placement appeared to be the best predictors of improvement. A 5-year study of the progress of a group of reading center children revealed that achievement increased substantially during remediation and continued to increase thereafter. The top and bottom 27 percents of the reading center sample were compared for significant differences. The comparison revealed that, in general, high achievers had higher reading, arithmetic, and listening comprehension levels; were enrolled in the fifth or sixth grade when placed; and spent an average of only 1 year in the center. Age, IQ, failure prior to treatment, and sex were not significant. A significantly higher percentage of low achievers were reported to have emotional-social problems at the end of remediation.

6732
Bogener, Jerry Dean. "The Application of the Verbal Interaction Analysis to Seven Independent Approaches to Teaching Reading in the Elementary School," Ed.D., University of Kansas, 1967. Vol. XXVIII, No. 11, 4367-A. (Order No. 68-6949, Microfilm $3.25; Xerography $11.70, 259 pages.)

The verbal interaction of seven independent approaches used in the teaching of reading was analyzed, and each approach was studied by examining the six basic areas of each lesson. Seven elementary teachers, each using a different approach, were observed on five separate occasions for periods ranging from 50 minutes to 150 minutes during 7 weeks. Verbal interaction was recorded on a modified Flanders system using 17 categories. The flexibility of a teacher's verbal interaction pattern was tested by the Kendall rank correlation. After each observed teaching period, the teacher and the principal completed separate evaluation forms. The language experience and the individualized approaches were more indirect. The least indirect was i/t/a. There was little relationship between the teacher's self-evaluation and the principal's evaluation. The pattern of the verbal interaction of the teacher changed with the teaching activity but remained similar for a given activity over a period of time. While teachers felt that an indirect method of verbal interaction lent itself to a better classroom atmosphere and superior teaching, teachers were not able to evaluate accurately the extent of their directness or indirectness in teaching. A similar study was recommended with controlled grade level and predetermined teacher verbal interaction patterns.

6733
Boger, Gerd. "A Content Analysis of Selected Children's Books on the Negro and on Japan," Ph.D., Michigan State University, 1966. Vol. XXVIII, No. 1, 46-A. (Order No. 67-7522, Microfilm $3.00; Xerography $6.00, 121 pages.)

Books listed in the "Children's Catalog," 1941 - 1965, under the headings "Negro" and "Japan," classified as "Fiction" or as "Easy books," and designated for grades K - 4 were analyzed. The thought-unit, or clause, served as the unit for a qualitative content analysis of the body of children's literature selected. General definitions of the categories of symbolic, empirical, ethical, and synoptic thought-units were sharpened by the application of two criteria -- (1) the degree to which a given scoring unit reflects the main child character to be the subject of an action, (2) the degree to which a given scoring unit reflects the main child character to be the object of an action. Ratings established a profile for each book included in the study. Matrices were tabulated for the frequency and sequence of the thought-units in differentiated form and in terms of comparable percentages. The chi-square test supported at the .001 level the assumption that the books on Japan contain a distribution of thought-units in the ethical and synoptic categories which is proportionately greater than that of the books on the Negro. The relative absence of these units in stories on the Negro was interpreted as a lack of opportunity for the Negro child to grow in ethical and synoptic thought.

6734
Bosworth, Mary H. "Pre-Reading: Improvement of Visual-Motor Skills," Ed.D., University of Miami, 1967. Supervisor: Emmett A. Betts, Vol. XXVIII, No. 9, 3545-A. (Order No. 67-16, 858, Microfilm $3.00; Xerography $6.80, 144 pages.)

An evaluation was made of the use of an arbitrarily determined sequence of learning activities for improving visual-motor skills of kindergarten subjects. All children received the regular kindergarten instruction, and the experimental group additionally received differentiated teaching of visual-motor skills. The Visual-Motor Test and the Betts Word Form Test were used before and following the experimental period. Conclusions of the study were that the ability of kindergarten pupils to reproduce selected geometric figures was amenable to training and that word discrimination ability was improved by training in the reproduction of selected geometric figures.

6735
Bradley, Betty Ann Biel. "The Nature and Recommended Use of Reference Materials in High School Biology Textbooks," Ph.D., The University of Texas, 1966. Supervisor: Addison E. Lee, Vol. XXVII, No. 7,

2002-A. (Order No. 66-14, 355, Microfilm $3.00; Xerography $5.00, 100 pages.)

A group of 10 high school biology textbooks was examined to determine in what ways the authors stimulated students to read outside the text. Five of the textbooks were published in the early 1950's and five in the 1960's. A comparison was made of the two sets of texts. Suggestions made by the author were grouped into the categories of (1) number of references in the text, (2) the nature of references given in the textbook, and (3) the textbook author's recommended use of references. A composite list of titles of 1,339 different books, pamphlets, and bulletins, and 44 different journals quoted or referred to in the texts was analyzed. The titles were checked against the AAAS Science Book List for Young Adults as a criterion for the suitability of suggestions. Trends identified in the newer texts were toward suggestions of fewer and newer books, use of more quoted passages, suggestions of more journals, and introduction of more of the men who participated in the history of science.

6736
Bradley, Leo Dow. "Readership Habits of Teachers," Ed.D., University of Houston, 1966. Vol. XXVII, No. 9, 2764-A. (Order No. 67-2015, Microfilm $3.00; Xerography $9.45, 208 pages.)

An analysis of the readership habits and interests of teachers, in service in the public schools of Jefferson County, Texas, during the 1964-65 school year is presented. The relationship between readership habits and such factors as age, sex, marital status, and teaching experience were investigated. A 37-item questionnaire was submitted to 258 classroom teachers who were selected as a representative random sample of the population. Two hundred fourteen questionnaires were returned and used in this study. Teachers preferred to read at home and indicated a preference for reading novels, current events, and history, in that order. Teachers considered their job to be a hindrance to reading and wanted to read more books. Books were obtained from bookstores or libraries, both public and professional. One-third of them reported book-club membership. Factors most influential in book selection were the need for information, comments of friends, and browsing through bookstores and libraries. Teachers spent more than 5 hours a week reading periodicals, and most of them received five to eight magazines in their home and subscribed to two or more newspapers. Front-page news, editorials, business advertisements, society news, women's news, sports, and weather reports were read regularly by more than one-half of the teachers. Recommendations concerning professional libraries are included.

6737
Brazell, Mildred Jeanette. "The Effect of the Discovery Approach to Motor Learning on Improvement of Reading Skills of First-Grade Pupils at Harris School," Ed.D., Arizona State University, 1967. Co-Chairmen: Dorothy Gillanders and John Bell, Vol. XXVIII, No. 4, 1276-A. (Order No. 67-12, 638, Microfilm $3.00; Xerography $7.60, 164 pages.)

A group of 83 first-grade students was divided into a control group that received the traditional approach to physical education using games and exercises and into an experimental physical education group in which the discovery approach to task problem solving was used. At the end of 28 weeks the students were given a reading achievement test which revealed that the group discovery approach to motor learning did not make a significant difference in (1) reading achievement at the first-grade level, and (2) reading achievement in the first grades between ability groups of the experimental and control classes. There was no significant interaction in reading skills achievement between ability groups within the experimental and control classes except between the high-average/low-average ability groups in the control classes.

6738
Breen, Leonard George. "An Investigation of the Self-Selection Practices of Second and Fifth Grade Children in Individualized Reading Programs," Ed.D., University of Oregon, 1967. Adviser: Jordan Utsey, Vol. XXVIII, No. 9, 3355-A. (Order No. 68-3972, Microfilm $3.00; Xerography $5.20, 105 pages.)

The purpose of the study was to ascertain the ability of second- and fifth-grade students to select reading materials at an appropriate level of difficulty. The children were taught reading by an individualized reading program and were free to read what they wished. They were given three informal reading inventories over a period of 3 months using the materials they had selected. Each child's reading performance--independent, instructional, or frustration--was determined. Results showed that less than half of the children selected books on their instructional level. The remainder chose books that were too difficult or too easy. Children reading above grade level selected books at their independent level. Those who were below grade level chose books at an inappropriate level. Children based their selections upon three criteria: interest, physical characteristics, and social pressure.

6739
Brendemuehl, Frank Louis. "The Influence of Reading Ability on the Validity of Group Non-Verbal Intelligence Tests," Ph.D., University of Minnesota, 1967. Vol. XXVIII, No. 6, 2088-A. (Order No. 67-14, 599, Microfilm $3.00; Xerography $5.00, 100 pages.)

The study of nonverbal group intelligence test validity was conducted with 402 fourth-grade children. The subjects were given four group nonverbal intelligence tests: the California Test of Mental Maturity (Non-Language), the Davis-Eells Games, the Lorge-Thorndike Non-Verbal, and the SRA Primary Mental Abilities. The 1933 revision of the Stanford-Binet Intelligence Scale and the Gates Reading Survey, Power of Comprehension and Speed of Reading sections, were used as the criteria measure. The validity of the California Non-Language, Davis-Eells and Lorge-Thorndike was not significantly affected by reading ability. The validity of the SRA Primary Mental Abilities, which contains a relatively large portion that requires reading, was significantly affected by reading ability.

6740
Breon, William James. "A Comparison of Kindergarten and First Grade Reading Readiness Programs," Ed.D., University of Southern California, 1967. Chairman: M. Martin, Vol. XXVII, No. 11, 3606-A. (Order No. 67-5292, Microfilm $3.00; Xerography $7.20, 153 pages.)

An experimental group of 63 kindergarten pupils was administered a reading readiness program suggested in the teacher's manual of the Ginn book, Fun with Tom and Betty. A control group of 131 first graders was administered the same program. The Metropolitan Readiness Test was given to the experimental group immediately following completion of the treatment and at the beginning of the first grade. It was found that the reading readiness skills were retained through the summer vacation. At the end of the first grade, both groups were given the California Reading Achievement Test and the Wide Range Reading Achievement Test. No difference in reading achievement was found between children given reading readiness programs in kindergarten and those given reading readiness programs in first grade. It was concluded that it is possible to conduct a reading readiness program in kindergarten.

6741
Brennan, Joseph T., Jr. "Estimating Expected Reading Achievement in the Junior High School," Ed.D., University of Pittsburgh, 1966. Vol. XXVII, No. 12, 4033-A. (Order No. 67-7142, Microfilm $3.00; Xerography $6.20, 127 pages.)

A method of estimating expected reading achievement of junior high school students by using measures of intelligence, listening achievement, and arithmetic computation was determined. The effects of cultural differences on the relationships of student performance on those measures were also studied. Subjects were 548 seventh- and eighth-grade students from deprived areas and nondeprived areas in Pittsburgh. Five group tests were administered. They were the Metropolitan Achievement Test, Reading and Arithmetic Computation, the Science Research Associates (SRA) Primary Mental Abilities, the Otis Quick-Scoring Mental Abilities, and the Sequential Test of Educational Progress (STEP) Listening Tests. Correlation and multiple regression were used to analyze the data. The highest relationship with reading was .81 (STEP) for the total sample. For the culturally deprived sample, the STEP Test indicated the highest relationship with reading. For the nondeprived students the Otis Test had the highest relationship. Other results and conclusions are described.

6742
Brown, Clair George, Jr. "A Longitudinal Study of the Psychological Test Results of Severely Retarded Readers," Ed.D., Temple University, 1966. Major Professor: Marjorie S. Johnson, Vol. XXVII, No. 4, 945-A. (Order No. 66-9206, Microfilm $3.00; Xerography $10.35, 229 pages.)

A selected, retarded reader population was repeatedly administered tests of capacity and achievement, including an individual intelligence test, tests of memory span, and tests of associative learning ability. Thirty of the subjects had attended a university reading clinic laboratory: 14 had had special tutoring, and 16 received considerably less help. Mental age and reading age were related to the subjects' chronological age, and an index number was derived for each student. It was found that students revealed definite patterns of strengths and weaknesses which remained stable throughout the series of tests. Few significant relations were revealed. However, the group receiving the most help attained higher average scores, while the group receiving the least specialized help had lower test scores. These trends in the test results were especially pronounced in verbal, memory span, and reading measures.

6743
Brown, Pauline. "The Relationship of Attitude and Reading Comprehension to Critical Reading Responses," Ed.D., Boston University School of Education, 1966. Vol. XXVII, No. 10, 3357-A. (Order No. 66-14, 774, Microfilm $3.00; Xerography $8.80, 195 pages.)

The purpose of the study was to investigate the relationship of high school readers' attitudes and reading comprehension abilities to critical reading responses. Subjects were 145 male and 125 female eleventh-grade students. The topics of communism and Negro racism were chosen for the reading articles. Four articles on each subject were written, and a set of questions was constructed for each. The question sets included three types of questions: fact-opinion, interpretation of conclusions, and evaluation of arguments. Results showed virtually no relationship between attitude toward a topic and critical reading responses. Attitudes toward communism were generally unfavorable; attitudes toward the Negro race were highly favorable. Students tended to make a greater number of correct responses concerning Negro racism than they did concerning communism. Critical reading responses tended to correlate positively, but moderately, with standardized reading tests, critical thinking tests, and the intelligence test. Girls in the study exhibited higher IQ's and showed significantly higher mean scores on responses to questions about Negro racism, on total critical reading responses, and on the Nelson-Denny reading comprehension subtest. They displayed less favorable attitudes toward communism and more favorable attitudes toward the Negro race than did the boys. All subjects tended to give more correct answers to questions on the topic toward which they had expressed favorable attitudes.

6744
Brown, Sandra Senne. "An Investigation of the Relationship between a Knowledge of Letter Names and Sounds and the Mastery of an Initial Sight Vocabulary," Ph.D., The University of Connecticut, 1966. Vol. XXVII, No. 10, 3358-A. (Order No. 67-4530, Microfilm $3.00; Xerography $4.40, 82 pages.)

The study investigated the relationship of the knowledge of consonant letter names and sounds to the learning of an initial sight vocabulary composed of meaningful words beginning with these sounds. Two preliminary treatments were used to select kindergarten students as subjects. Treatment I consisted of systematic instruction for a 5-week period in the visual and auditory recognition of five consonant letters: m, b, c, t, and r. Treatment II consisted of the same type of instruction using p, n, f, g, and l. At the end of the period, pupils who had evidenced through testing that they had acquired auditory and visual knowledge of at least four letters to which they had been exposed and not more than one letter to which they had not been exposed were chosen as subjects. Subjects were exposed in small groups to a 20-minute learning session in which they were taught meaningful words beginning with the 10 letters used in the treatments. They were tested for immediate recall 1 hour later and for delayed recall the following day. The number of words recalled by subjects when the initial consonant and letter sound names were known was compared with the number of words recalled when the initial consonant and letter names were not known. Conclusions were that a knowledge of consonant letter names and sounds facilitate delayed recall of words learned through a sight method but did not significantly aid in immediate recall. It was also concluded that this knowledge was of more help to males than to females.

6745
Buerger, Theodore A. "Elementary School Pupils Who Received Remedial Reading Instruction: A Follow-Up Study of the Educational Progress and Attitudes of Remedial and Non-Remedial Groups," Ed.D., Western Reserve University, 1966. Vol. XXVII, No. 10, 3300-A. (Order No. 67-4629, Microfilm $3.00; Xerography $10.15, 225 pages.)

The study determined the effects of remedial reading instruction on the long term (up to 5.6 years) post remedial educational progress and attitudes of students. Tests and grades were used to measure mental age, vocabulary and reading comprehension, and English and social studies achievement. Pupils who received remedial reading instruction demonstrated significant immediate post remedial reading gains but did not make greater, long term educational progress than a similar control group. Pupils who received remedial reading instruction showed more favorable long term attitudes. Recommendations for further study were made.

6746
Burmeister, Lou Ella. "An Evaluation of the Inductive and Deductive Group Approaches to Teaching Word Analysis Generalizations to Disabled Readers in Eighth and Ninth Grade," Ph.D., The University of Wisconsin, 1966. Supervisor: Theodore L. Harris, Vol. XXVIII, No. 2, 531-A. (Order No. 66-9888, Microfilm $3.00; Xerography $9.00, 196 pages.)

Study purposes were to identify a minimum number of phonic and structural analysis generalizations which apply to the pronunciation of words above the primary level in difficulty and to determine the value, for eighth and ninth graders of average intelligence who are weak in word analysis, of learning these generalizations by inductive and deductive approaches. A 14-level stratified random sampling of the Thorndike and Lorge "Teacher's Word Book of 30,000 Words" was examined to determine utility levels of selected phonics and structural analysis generalizations. Two-week inductive and deductive plans were used to teach these generalizations to inductive, deductive, and control groups. Nine randomly selected disabled readers within each group served as samples. A one-way analysis of variance of the oral post-test data on vocabulary ability showed a significant difference among groups; it showed no significant differences among groups on vocabulary test data. The Scheffe confidence interval formula indicated that the two experiment groups differed from the control group but not from each other. Improvement was independent of the methods used in the study.

6747
Burtis, Eleanore. "Effects of a Reading Program Presented Prior to Grade One on Reading Achievement and Pupil Behavior," Ed.D., Rutgers-

The State University, 1965. Vol. XXVII, No. 2, 324-A. (Order No. 66-6768, Microfilm $3.00; Xerography $9.90, 216 pages.)

The effects of formal reading instruction or no formal reading instruction presented in the year prior to first grade were studied. Scores of children who entered the year preceeding grade 1 in September 1959 and those who entered the year preceding grade 1 in September 1960 were used in the study (N=112). The groups were designated as follows -- the 1959 groups which received formal instruction were #1 and #2a, and the groups who did not receive formal instruction were designated #2b and #3. The 1960 group receiving formal instruction was #4, and the group not receiving formal instruction was #5. Readiness tests, an achievement test, and an intelligence test were administered. Classroom behavior ratings in the areas of cooperation, acceptance of responsibility, and self-control in grades 1, 2, and 3 were collected. Analysis of variance was used to analyze the data. It was concluded that the comparison of achievement scores of treatment #2a and #2b indicated significant differences favoring #2a. No significant interaction between reading achievement scores and sexes occurred between treatments #2a and #2b. Further conclusions are indicated.

6748
Bussell, Juanita Cogburn. "A Descriptive and Comparative Study of a Group of College Freshmen Enrolled in a Special Course: 'Effective Reading and Study Habits,'" Ph.D., University of Houston, 1966. Vol. XXVII, No. 5, 1259-A. (Order No. 66-10, 714, Microfilm $3.00; Xerography $4.60, 88 pages.)

A group of college students enrolled in a special reading and study course is described. This group was compared with other freshmen students. Subjects were 269 freshmen who completed the credit course. Data were tabulated from personal inventories, grade point average, grade in the special course, choice of major field, Scholastic Aptitude Test (SAT) scores, and rank in high school graduating class. Performances of male and female subjects on the SAT were compared. Female subjects scored higher on the SAT-Total and the SAT-V than males. Males scored higher on the SAT-M. A comparison of high school ranks showed higher percentages of the entering freshmen group than of the sample group ranking in the top quarter of their high school classes. More of the entering freshmen group scored above the national mean on both the SAT-V and the SAT-M.

6749
Byron, Sister Mary Byron, O.S.F. "A Critical Study of the Individualized Approach to Reading Instruction in the Elementary School," Ph.D., The Catholic University of America, 1967. Vol. XXVIII, No. 6, 2134-A. (Order No. 67-15, 459, Microfilm $3.00; Xerography $7.60, 162 pages.)

The philosophical basis which supports the individualized approach to reading instruction on the elementary level was studied by tracing the historical, psychological, and philosophical influences in education most directly related to individualized reading. The analysis demonstrated that a naturalistic philosophy of education was dominant in individualized reading instruction. Especially noted were the concepts of the psychological approach to the structure of reading as a subject and the emphasis on learner-choice instead of teacher direction.

6750
Cadelina, Georgina Benitez. "Recommendations and Suggestions for Developmental Reading Programs for Quezon City High Schools, Quezon City, Philippines," Ed.D., Indiana University, 1964. Chairman: Chris W. Jung, Vol. XXVIII, No. 2, 532-A. (Order No. 65-385, Microfilm $3.00; Xerography $10.35, 230 pages.)

Purposes of the study were to determine current practices in teaching secondary reading and to present basic recommendations for the establishment of a structured, developmental secondary reading program. A literature review of successful junior high developmental reading programs revealed these characteristics of successful reading programs: (1) the administration of reading surveys, (2) the grouping of students for instruction, (3) the selection and utilization of specific materials and methods, (4) the determination of program content, and (5) the staffing of the program. Findings of a local survey indicated that the English teachers were responsible for reading instruction. Two programs were proposed and described--one for college preparatory and one for vocational curriculum students.

6751
Camper, Virgie Lake. "A Comparison of Two Methods of Teaching Reading, Individual and Group, in the Teaching of Reading Skills in Combined Classrooms to Selected Fourth, Fifth and Sixth-Grade Children in the Public Schools of Howard County, Maryland," Ph.D., New York University, 1966. Chairman: George Manolakes, Vol. XXVII, No. 11, 3768-A. (Order No. 67-4886, Microfilm $3.00; Xerography $8.80, 195 pages.)

The relative effectiveness of the individual method and the group method of teaching reading skills to intermediate grade students was studied. The California Reading Test and the Durrell Analysis of Reading Difficulty Test were administered to matched groups. Statistical analysis revealed that the experimental group (individual method) achieved significantly better on total reading skills and on most of the subtests for both tests. The children and teachers in the experimental group also showed a more favorable attitude toward reading.

6752
Carlson, Eleanor Grace. "An Investigation of the Effects of Developmental Reading Instruction in the Seventh and Eighth Grades," Ph.D., University of Minnesota, 1967. Adviser: Guy L. Bond, Vol. XXVIII, No. 2, 490-A. (Order No. 67-10, 402, Microfilm $3.85; Xerography $13.50, 297 pages.)

The reading achievement of seventh- and eighth-grade students enrolled in reading classes and that of students not enrolled in reading classes was evaluated in terms of general reading ability and ability to read in selected content areas. The subjects of this study were 460 students in grade 7 and 424 students in grade 8 who were divided into experimental and control groups of nearly equal size. They were further divided into male and female categories, into low, middle, and high intellectual ability levels, and into low, middle, and high reading ability levels. There were 36 subgroups at each grade level. Analysis of variance was used to test specific hypotheses. Students in the experimental (reading instruction) groups in both grades achieved significantly higher scores than those in the control groups in speed of comprehension, vocabulary, level of comprehension, ability to read social studies materials, ability to interpret literary materials, ability to use source materials, but not in ability to read science materials. Reading instruction enabled boys to equal or surpass girls in reading achievement, especially at the high reading and intellectual levels. Results indicated significant differences in achievement among low, middle, and high intellectual ability levels.

6753
Carlson, Mildred Arlene. "Actions to Strengthen the Reading Program in the Elementary Schools of Minneapolis, Minnesota," Ed.D., Columbia University, 1967. Project Sponsor: Alice Niel, Vol. XXVIII, No. 4, 1336-A. (Order No. 67-12, 682, Microfilm $3.00; Xerography $9.90, 217 pages.)

A reading achievement profile was made to determine the reading achievement status of the elementary children in Minneapolis. The profile revealed that girls performed better than boys on most of the reading subtests and that children from higher socioeconomic areas performed better than children from lower socioeconomic areas. Sixth-grade children performed lower than the norm group on the Reading To Evaluate-Interpret Subtest and on map and dictionary use. The profile revealed the necessity (1) to assess specific needs of individual children and explore ways to develop their critical reading skills, (2) to include experiences to develop map and dictionary skills and provide more free-reading time, (3) to see if the current reading program is more suited to girls than boys, and (4) to search for content material for the less-advantaged children. Teacher and consultants worked together planning inservice education opportunities, selecting materials, participating in demonstration situations, exploring ways to provide more free-reading time, and developing curriculum guidelines to provide a source book of ideas for all teachers.

6754
Carney, Melvin Earl. "The Relationship between Certain Personality Traits and Improvement in College Reading," Ed.D., Western Reserve University, 1965. Vol. XXVII, No. 1, 108-A. (Order No. 66-5184, Microfilm $3.00; Xerography $5.40, 109 pages.)

The possibility of associating particular character traits with poor readers among college freshmen was investigated. The personality structure of poor readers was hypothesized to be inflexible, excessively serious, reflective, and introverted with a low energy level and low susceptibility to change. It was also hypothesized that college readers scoring in the top quartile would possess significantly better temperament traits than those in the lowest quartile. The Guilford-Zimmerman Temperament Survey was used to assess personality traits. One hundred and forty-seven students who had completed a college remedial reading course were the subjects. The Cooperative Reading Test was used to measure reading achievement. The results did not confirm the hypothesis that a relationship between inflexible personality traits and poor reading ability exists. Vocabulary scores improved most for students tending to be introspective and restrained. The highest increases in reading rate were among students who tended to have less energy and drive.

6755
Carpenter, Francis A. "A Study of the Reading Achievement of Negro 'Head Start' First-Grade Students Compared with Negro 'Non-Head Start' First-Grade Students," Ed.D., The Florida State University, 1967. Major Professor: Edwin H. Smith, Vol. XXVIII, No. 7, 2593-A. (Order No. 68-340, Microfilm $3.00; Xerography $4.60, 87 pages.)

A study was conducted to determine whether culturally-deprived Negro first-grade students who had the benefit of Head Start would learn to read more efficiently than first-grade students of similar background who were not exposed to Head Start. The Metropolitan Reading Test was given at the beginning of school. After 140 days, the Stanford Achievement Tests were administered. The results of the Metropolitan Reading Test indicated that the Head Start program was not of significant benefit. The experimental group ranked below the standard norm average. The difference between median reading scores on the Stanford Achievement Test was far below significance. When subjects were grouped by comparable reading readiness scores, there was no significant mean difference in reading achievement. There was no significant difference in the mean reading scores between males and females of the experimental group, between experimental females and control females, and between experimental males and control males. There was a significant difference between the reading achievement means of experimental males who were 72 months of age when they began first-grade and those who were not 72 months of age. It was recommended that the programs for the culturally deprived be studied further and that curricula be devised to compensate for the aspects of deprivation.

6756
Carter, John Leland. "The Effect of a Group Language Stimulation Program upon Negro Culturally Disadvantaged First-Grade Children," Ph.D., University of Texas, 1966. Supervisor: John Peck, Vol. XXVII, No. 9, 2870-A. (Order No. 67-3261, Microfilm $3.00; Xerography $7.60, 163 pages.)

Two groups of 32 Negro culturally disadvantaged children were matched on chronological age, sex, Stanford-Binet mental age, IQ, and total language age on the Illinois Test of Psycholinguistic Abilities. The total of 64 children was drawn from low social class families according to the McGuire-White Index of Social Status. In addition to the measures used in matching, all subjects were administered the California Test of Mental Maturity, the California Lee-Clark Reading Test, and the Ammons and Ammons Full Range Picture Vocabulary Test as both pretest and post treatment tests. The treatment used with the experimental group consisted of the first 40 daily lessons of the Peabody Language Development Kit with slight modifications. The experimental group was divided into four groups of eight children each. The experimental language stimulation program was conducted by two teachers, each handling two of the subgroups for 50 minutes each day, 4 days per week for 10 weeks. A comparison of pre- and post-test data indicated that the experimental group had made significant gains in mental age, language age, and IQ. Reading ability was not increased as a result of the experimental program. Boys and girls profitted equally.

6757
Carter, Margery Lee Calhoun. "An Exploratory Assessment of 'Average' Students in Selected English Classes in the Detroit Public School System," Ed.D., Wayne State University, 1966. Adviser: Joseph E. Hill, Vol. XXVIII, No. 3, 996-A. (Order No. 67-10, 474, Microfilm $3.10; Xerography $10.80, 239 pages.)

An exploratory assessment of students' levels of ability, achievement, and interests within the area of the English curriculum was made in 18 average 11-B English classes in Detroit. The California Test of Mental Maturity scores showed a range of "superior" through "very inferior" in language ability. Below-average performance in School and

College Abilities Test assessments of verbal aptitude were exhibited by 88 percent of the group; 85 percent performed below the national norm in STEP assessments of reading and writing achievement. A specially constructed Activity Rating Scale rated activities commonly used in language programs. Positive and negative attitudes were obtained through expressions recorded on the Critical Incident Questionnaire. The students indicated favorable interest in reading short stories, newspapers, books on assorted subjects, science fiction, and material written by students. Most students approved of writing letters, book reports, and short stories. Other preferences are also listed. Among the dislikes, students mentioned reading plays from the past, and writing and listening to poetry.

6758
Cashman, Jerome Patrick. "A Study of the Relationship between Organic Factors, Certain Selected Variables and Progress in a Reading Improvement Program," Ph.D., Fordham University, 1966. Mentor: Regis Leonard, Vol. XXVII, No. 6, 1648-A. (Order No. 67-13, 517, Microfilm $3.00; Xerography $5.80, 120 pages.)

The relationship between impairment associated with brain damage and reading disability was studied. The variables considered were mental ability, cerebral dominance, visual anomalies, and personality adjustment. One hundred thirty-eight male college freshmen who were disabled readers participated in a reading program and were administered the Bender Gestalt Visual Motor Co-ordination Test; the Keystone Visual Survey Tests, Form No. 5; the Harris Tests of Lateral Dominance; the Minnesota Multiphasic Personality Inventory; the Cooperative English Test; and the Otis Quick-Scoring Mental Ability Test, Gamma, Form Fm. The data were evaluated by means of t-tests of significance of differences between means, correlation, chi-square and analysis of variance. It was concluded that brain damage impairment and reading disability were related. None of the variables studied inhibited ability to improve reading comprehension. There was no significant correlation between IQ scores and pretest and post-test reading comprehension scores for the group. No relationship existed between organic classification and classification as mixed dominant or presence of visual anomaly.

6759
Charry, Lawrence Bernard. "The Relationship between Prereading and First-Grade Reading Performances and Subsequent Achievement in Reading and Other Specified Areas," Ed.D., Temple University, 1967. Vol. XXVIII, No. 3, 960-A. (Order No. 67-11, 418, Microfilm $3.00; Xerography $7.60, 162 pages.)

A longitudinal study of children's achievement at the prereading, end of first grade, and fourth-grade levels was conducted. Data from 77 students were compared. The prereading measures showing the highest relationships with end of first-grade reading achievement were the Numbers subtest, the Metropolitan Readiness Tests, the Wechsler Intelligence Scale for Children, the Van Wagenen Range of Information, and two word opposites tests. The Metropolitan Readiness Tests and the Numbers subtest showed the most substantial relationships to fourth-grade reading. Relationships between reading at the end of first and end of fourth grades were substantial, especially with tests demanding simple and basic reading skills. It was found that the effectiveness of a prediction index decreased as the number of grades it encompassed increased. A more generalized concept of overall educational readiness was suggested. The skills, abilities, and understandings required in the Numbers, Perception of Relations, and Range of Information tests should be analyzed and used to strengthen readiness programs.

6760
Chatham, Walter Leon. "The Reading Grade Placement of the John Newbery Prize Books from 1945 through 1965," Ed.D., University of Southern Mississippi, 1967. Vol. XXVIII, No. 9, 3356-A. (Order No. 68-2929, Microfilm $3.00; Xerography $9.45, 209 pages.)

The study sought to determine the minimum reading-grade level of the Newbery prize books from 1945 to 1965. Four selections were made from each book at approximately quarter-points. A Newbery Comprehension Test, composed of four questions of the "who, what, when, and why" types, was made for each selection. These tests were given to fifth- and sixth-grade students. The minimum reading-grade level for each book was the level at which at least 50 percent of the subjects correctly answered at least 75 percent of the questions. For purposes of comparison, the Lorge Formulas of 1939 and 1948, the Flesch Formula of 1943, and the Washburne Formula of 1939 were applied. According to the data, only two books, Rabbit Hill and Rifles for Watie were above sixth-grade level. The others ranged from fifth- to sixth-grade reading level. The writer suggested that the Newbery books be used as regular library materials for average fifth- and sixth-grade students, as materials for above average lower elementary students, and as materials for below average junior high students.

6761
Chirhart, Virginia J. "A Study of the Word Recognition Skills and Perceptual Abilities of Fourth-Grade Pupils," Ph.D., University of Minnesota, 1966. Vol. XXVII, No. 11, 3608-A. (Order No. 67-6, Microfilm $3.00; Xerography $10.35, 227 pages.)

The relationship between certain word recognition skills and visual perception skills in fourth-grade pupils was investigated. Seven hundred and sixty-one pupils were administered the Silent Reading Diagnostic

Test for word recognition skills, and the Pintner General Ability Tests, four subtests of the Kuhlmann Finch Tests, two SRA subtests, and a figure-ground test by Clymer, all measuring visual perception skills. The results showed that the perceptual task requiring the subjects to complete a pattern correlated most highly with the achievement of word recognition skills for both sexes, while the spatial task had the lowest correlation. Though the results seemed to indicate that certain word recognition skills were not necessarily characterized by inferior or superior perceptual skills, a strong enough relation was found for this to be recognized beyond the primary levels.

6762
Christensen, Erna Luella. "An Investigation of Selected Suburban Mothers' Expectations of the Reading Achievement of Their First-Born Children at the End of the First Grade," Ed.D., Columbia University, 1966. Project Sponsor: Leland B. Jacobs, Vol. XXVII, No. 9, 2720-A. (Order No. 67-2789, Microfilm $3.90; Xerography $13.75, 304 pages.)

The following considerations relevant to mothers' expectations were explored: (1) the bases for the expectations and (2) the kinds of experiences mothers provide for their children that, in their opinion, would contribute to the fulfillment of their expectations. A 65-item instrument was constructed and used as a guide in interviewing 50 upper-middle-class mothers living in three suburban school districts who were selected on the bases of (1) their social class level and (2) the school placement of their first-born children. The subjects' children had completed kindergarten but had not entered first grade. Most of the mothers assumed their children would achieve at or above their grade placement by the end of the first grade. They supported this assumption by (1) citing evidence of their children's interests and capabilities, (2) expressing confidence in the schools and methods used, (3) recognizing their roles as important in providing experiences, and (4) recalling and projecting their own experiences in beginning reading, which in most cases had been highly successful. Mothers tended to feel reading was important and did not have unrealistic expectations. They had little specific knowledge of how reading was taught in their schools and considered the teaching of reading within the domain of professional educators. Mothers did not feel they were influenced by publications and discussions. The dominating influence in their expectations was their own personal experiences in learning to read.

6763
Christenson, A. Adolph. "A Diagnostic Study of Oral Reading Errors of Intermediate Grade Children at Their Independent, Instructional, and Frustration Reading Levels (Research Study Number 1)," Ed.D.,

Colorado State College, 1966. Vol. XXVII, No. 8, 2270-A. (Order No. 67-1103, Microfilm $3.00; Xerography $6.80, 145 pages.)

An Informal Reading Inventory was administered to intermediate grade students, and the independent, instructional, and frustration reading level was determined for each student. The chi-square test was used to analyze the differences in the frequencies of oral reading errors at the three reading levels by sex, grade, level, position of the errors in words, and by parts of speech. The following conclusions were drawn: (1) There was a significant difference in the frequency of reading errors made at the three levels. (2) There was no difference among the kinds of reading errors made by boys and by girls at the independent and instructional levels. There was, however, a significant difference in the kinds of errors made at the frustration level. (3) There was no significant difference in the frequency of the kinds of reading errors made by pupils in the various grade levels studied at the independent and frustration level. A significant difference was found in the frequencies made by pupils in grades 5 and 6 at their instructional levels. (4) There was no significant difference in the frequencies of errors made in the various positions in words, except when comparing instructional with frustration level. (5) There was a significant difference in the frequency of errors occurring among the eight principal parts of speech at the three reading levels.

6764
Clarke, Edith Scherrer. "Stories about Retarded Readers for Use in the Junior High School," Ed.D., Columbia University, 1967. Project Sponsor: Harry Brown, Vol. XXVIII, No. 2, 533-A. (Order No. 67-9442, Microfilm $3.00; Xerography $7.80, 167 pages.)

Original classroom materials on a third- to fifth-grade reading level, about problem readers with whom junior high school students could identify, were prepared and field tested from October 1965 to February 1966. These stories, designed as supplementary materials, were accompanied by teachers' aids which suggested reinforcement activities for the three basic reading skills. Subjects were members of three similar seventh-grade classes. Three attitude scales, a student questionnaire, and the Metropolitan Achievement Test were used as evaluation instruments. Results indicated that positive attitudinal and behavioral changes occurred in most students using the project materials, but only approximately one-half of the students achieved markedly increased scores on a standardized reading test. It was recommended that participating students be followed up in another year and that the stories and teachers' instructional aids be released to a wider audience for further testing.

6765
Cohen, Dorothy H. "Effect of a Special Program in Literature on the Vocabulary and Reading Achievement of Second-Grade Children in Special Service Schools," Ph.D., New York University, 1966. Chairman: Alvina T. Burrows, Vol. XXVII, No. 12, 4162-A. (Order No. 67-4888, Microfilm $3.00; Xerography $9.45, 207 pages.)

Exposure to literature as a compensatory experience was used to offset reading retardation. It was expected that this exposure would lead to realization of the pleasures in books, assimilation of vocabulary, and improvement in reading. Twenty second-grade classes in seven special service schools were matched with classes grouped homogeneously by schools according to reading level. Matching was done on the basis of age, sex, socioeconomic class, reading level, and ethnic and racial distribution. Story reading was the experimental variable. A free association vocabulary test and the Metropolitan Reading Achievement test were administered in October and June. Quality points were assigned to each word according to its frequency rating on the Rinsland's List. Analysis of covariance was used to analyze the data. The experimental group was significantly better than the control group in word knowledge, vocabulary, and reading comprehension. The experimental group was superior in quality of vocabulary. There was no significant difference between the groups in word discrimination. Further results, conclusions, and implications are included.

6766
Cohen, Ruth Isenberg. "Reading Training of First-Grade Children with Visual Perceptual Retardation," Ed.D., University of California, Los Angeles, 1966. Chairman: May V. Seagoe, Vol. XXVII, No. 1, 110-A. (Order No. 66-6797, Microfilm $3.00; Xerography $4.40, 81 pages.)

The possibility that group visual perceptual training could produce significant gains in reading achievement among first graders who had evidenced visual perceptual retardation was investigated. One hundred and fifty-five children were selected for the study and were divided randomly between control and experimental groups. The experimental groups received treatment for 10 consecutive weeks consisting of 20-minute daily training sessions in visual perception. Training was based on "The Teacher's Guide to the Frostig Program." Post-tests were administered twice with an interval of 10 weeks between them. The experimental groups made significantly more gains in visual perceptual skills than the control groups and continued to maintain these gains after treatment was ended. However, the data did not support the hypothesis of a significant correlation between the improvement in visual perception and reading achievement.

6767
Conaway, Baron Darvis. "A Modification of Group Intelligence Test Administration and Its Relation to the Reading Abilities of Sixth-Grade Pupils," Ed.D., Auburn University, 1966. Director: Gary D. Spencer, Vol. XXVII, No. 4, 945-A. (Order No. 66-9228, Microfilm $3.00; Xerography $6.80, 143 pages.)

Two hundred twenty-six sixth-grade pupils from rural, semirural, and urban schools were administered several achievement tests. The object was to evaluate the effect of an oral-visual presentation of the following tests: (1) Stanford Reading Achievement Test, (2) Otis Quick-Scoring Mental Ability Test, (3) Forms "EM" and "FM" of Beta Test. The individually administered Wechsler Intelligence Scale for Children was used as control factor. No significant difference was found between the results of a group intelligence test administered from a tape with no reading required and those of an individually administered intelligence test. An oral-visual presentation of a group intelligence test appeared feasible, especially for pupils with inadequate reading skills.

6768
Condon, John Thomas. "Study Habits and Perceptions of Desirable Study Space by California Community College Students," Ed.D., Stanford University, 1966. Vol. XXVII, No. 4, 896-A. (Order No. 66-8593, Microfilm $3.50; Xerography $12.40, 272 pages.)

Students from five California Community Colleges responded to a questionnaire adapted from the Four College Study regarding study habits and preferences. An exploratory examination of the results revealed that no specific set of study conditions was preferable. Nevertheless, a mode of desired conditions did seem to exist. Students appeared to prefer studying at home rather than at the library. However, access to professors and special equipment was also highly desirable. Student responses did indicate some ideal environmental conditions such as large study surfaces, good lighting, temperature between 65 and 75 degrees, and good ventilation.

6769
Connor, James Paul. "The Relationship of Bender-Visual-Motor Gestalt Test Performance to Differential Reading Performance of Second Grade Children," Ph.D., Kent State University, 1966. Director: Donald G. Ferguson, Vol. XXVIII, No. 2, 491-A. (Order No. 67-9416, Microfilm $3.00; Xerography $7.40, 156 pages.)

The Koppitz scoring system was used to clarify the relationship between perceptual motor skills and differential reading performance. A sample of 60 students in second grade, 30 boys and 30 girls, was selected by matching children of high reading achievement with children of low reading achievement on three variables--age, sex, and the Binet Intelligence Test score. The Bender test was individually administered to each of the subjects. Analysis of variance was employed to test the significance of the relationship between reading and Bender performance for both groups. Chi-square tests were used to test the significance between reading and total number of errors on each of the nine designs of the Bender. Since as many children from Group I (high reading achievement) had Bender scores above the mean of 4.2 as did children from Group II, the Bender test results would have diagnosed as many children in Group I as in Group II as suffering from a perceptual-motor defect. On this basis, as many children would be predicted to be poor readers in Group I as in Group II. Since this would not be the case, it is clear that the Bender test when scored with the Koppitz system lacks predictive power. It is concluded that the Bender cannot be considered a highly valid instrument for accounting for differential reading performance for second-grade children with average or slightly above average intelligence.

6770
Corliss, William Sherman. "A Comparative Study of Two Kindergarten Courses of Study: Development, Functioning, and Evaluation," Ed.D., Wayne State University, 1965. Adviser: W. Ray Smittle, Vol. XXVIII, No. 9, 3357-A. (Order No. 66-1230, Microfilm $3.00; Xerography $10.15, 225 pages.)

The purpose of the study was to determine the effect of an incidental-informal and a written subfirst-grade kindergarten course of study upon the reading readiness level attained by kindergarten children. The written subfirst-grade course of study (1) improved children's learning in arithmetic and language arts, (2) changed the relationship of boys' and girls' readiness for reading and arithmetic by socioeconomic strata, and (3) increased the range of reading readiness scores attained by children. Both courses attained the same measurable results in science, music, social science, art, and physical education. Chronological age was the most significant variable affecting level of reading readiness attained by children.

6771
Cortright, Richard Watkins. "A Study of Different Styles of Educational Materials for Adult New Literates," Ed.D., The American University, 1967. Vol. XXVIII, No. 4, 1259-A. (Order No. 67-12, 036, Microfilm $3.00; Xerography $8.00, 194 pages.)

Three complete and separate experiments with new literates were made to test the effectiveness of educational materials that were written in three different styles--expository, conversational, and interrogative. Analysis of the data revealed that the expository style was more effective with the new literates and that adult education teachers preferred this style to the other two styles. Since the conversational style was the least well understood by the participants, there is a need to reassess the generalization held among adult basic education teachers that the conversational style is most effective with their students.

6772
Covington, Richard John Lee. "An Analysis of Readability of Third and Fourth-Grade Modern Mathematics Textbooks Using the Cloze Procedure," Ed.D., University of California, Los Angeles, 1966. Chairman: William H. Dutton, Vol. XXVII, No. 10, 3219-A. (Order No. 67-4509, Microfilm $3.00; Xerography $5.40, 108 pages.)

The readability of two modern mathematics textbooks for third and fourth grades, published by Science Research Associates for the Greater Cleveland Mathematics Program, was assessed using the cloze procedure of test construction and evaluation. Six 250-word passages were taken from each textbook, and every fifth word was deleted. The textbook passages were divided among three test types: word problems, statements of directions, and statements of instruction of new concepts. Pupils were divided into below-average, average, and above-average ability groups according to performance on the California Test of Mental Maturity. The below-average group was dropped from statistical analysis. On the basis of the assumptions of the study, third-grade average ability pupils did not meet criterion scores on any tests. Third-grade above-average ability group and all fourth-grade pupils met or exceeded criterion scores only on word problems.

6773
Craig, Margaret Lewis. "A Study of the Effectiveness of Group Guidance on Reading Improvement of a Group of Junior College Freshmen," Ed.D., University of Southern Mississippi, 1966. Vol. XXVIII, No. 1, 47-A. (Order No. 67-8735, Microfilm $3.00; Xerography $4.60, 88 pages.)

Two sections were selected randomly from five reading improvement sections at Hinds Junior College. Random sampling was used to select 18 subjects from each of the two sections. Nine served as an experimental group, and nine served as a control group in each section. The "Survey Section of the Diagnostic Reading Test, The Study of Values," and Corsini's "Q-Sort" were used to detect changes in dominant interests, movement relative to ideal self-concept, and changes in reading performance after a 12-week period of an interpersonal type group guidance procedure on reading improvement. At the conclusion of the study, statistical analysis revealed no significant change in the experimental and the control groups in reading improvement, dominant interests, or movement relative to ideal self-concept. However, individual changes were detected which, because of various circumstances, were not statistically significant.

6774
Criscuolo, Nicholas Paul. "A Comparison of the Enrichment and Acceleration Approaches with Children of Different Socio-Economic Backgrounds and Their Effect on Reading Achievement," Ph.D., The University of Connecticut, 1967. Vol. XXVIII, No. 8, 2886-A. (Order No. 68-1332, Microfilm $3.00; Xerography $7.00, 150 pages.)

Using a basal reading program with children of two different socio-economic classes, the effect of the enrichment and acceleration approaches on reading achievement was examined. Subjects were 87 third-grade children from public schools in a lower-middle and a lower-lower area of New Haven, Connecticut. The Metropolitan Reading Test, Elementary Level, Form A; the basic reading tests accompanying each reader; and individual records were used for measurement. Findings from a t-test and F-ratios indicated that the enrichment method used in the context of a basal reading program was more effective than the acceleration method.

6775
Crocker, Oswald Kitchener. "The Leisure Reading of High School Students in Newfoundland, Library Facilities in the Schools, and Home Background as Related to Reading," Ed.D., Indiana University, 1967. Chairman: Ingrid M. Strom, Vol. XXVIII, No. 10, 3880-A. (Order No. 68-4713, Microfilm $3.90; Xerography $13.75, 302 pages.)

An attempt by the literature course of study to develop interest in good literature was evaluated, and the effects of library facilities and home conditions on the achievement of this objective were studied. Data were collected through questionnaire responses of principals and students. Some conclusions were (1) that the literature course of study failed to develop interest in good literature, (2) that Newfoundland schools were seriously handicapped by inadequate library facilities and services, and (3) that although the home providing a good reading atmosphere was more influential than the school, the school had the major responsibility for the development of reading interest. Reforms in the course of study, teacher training, the external examination system, and school library services were recommended.

6776
Davidson, Roscoe Levette. "The Effects of an Interaction Analysis System on the Development of Critical Reading in Elementary School

Children," Ed.D., University of Denver, 1967. Vol. XXVIII, No. 7, 2595-A. (Order No. 67-17, 103, Microfilm $3.00; Xerography $9.00, 198 pages.)

The effects of feedback from a teacher-pupil interaction analysis system on the subsequent development of critical reading in elementary school children were studied. The system included categories for three levels of children's thinking (critical thinking, literal comprehension, and nonproductive thinking) and five kinds of teacher influences on children's thinking (fact questions, thought questions, clarifying questions, teacher clues, and teacher informs). Twenty classes, grades 2 to 6, were divided into a control group and an experimental group. September and December tape recordings of teacher-pupil discussions of materials read in reading class were analyzed according to the interaction analysis system. All teachers listened to their own tapes. The experimental teachers read about the system and had explanations concerning the data revealed by the analysis. It was concluded that teachers who had an interest in the development of critical reading in elementary school children and who were provided with feedback modified their influences on children's thinking in ways that resulted in significant improvement in the development of critical thinking and in the reduction of nonproductive thinking.

6777
Dawson, David Kenneth. "An Instructional Program for Children with Perceptually Related Learning Disabilities," Ph.D., The Ohio State University, 1966. Adviser: Viola M. Cassidy, Vol. XXVII, No. 7, 2095-A. (Order No. 66-15, 079, Microfilm $3.00; Xerography $4.80, 93 pages.)

The effectiveness of conventional reading instruction presented in conjunction with special educational methods, materials, and equipment designed to improve basic perceptual skills as compared with conventional reading instruction alone was determined. Groups of first- and second-grade children with average or above average mental ability, with perceptual disorganization, and who had not been successful in learning to read in first grade, served as subjects. One experimental and two control groups were set up. The treatment lasted one school year. For the experimental group, special visual and auditory perceptual training was included. Control group 1 consisted of 16 children repeating first grade, and control group 2 consisted of 32 children placed on trial in second grade. Pretesting and post-testing included tests of mental ability, reading achievement, reading readiness, visual perception, and auditory perception. Analysis of covariance was used to analyze the data. Significant differences existed between the experimental group and control group 1 in sight vocabulary and reading comprehension skills. Differences between the experimental group and control group 2 existed in reading comprehension skills. There were no significant differences among the groups in growth in word discrimination skills.

6778
DeCarlo, Mary Rossini. "A Descriptive Analysis of an In-Service Program in Reading on Teachers' Attitudes and Classroom Behaviors and Pupils' Reading Achievement and Attitude in Grades Four, Five, and Six," Ed.D., University of Pittsburgh, 1967. Vol. XXVIII, No. 9, 3551-A. (Order No. 68-1975, Microfilm $4.00; Xerography $14.20, 311 pages.)

This study evaluated the effectiveness of an inservice reading education program in terms of changes in teachers' attitudes and classroom behavior and changes in pupils' reading achievement and attitudes. The program had three dimensions: a 1-week preschool seminar, biweekly seminars, and triweekly visitations with consultant services. The experimental group received instruction in the total reading program; the control group participated in an inservice program on children's literature. Change in teacher classroom behavior was appraised by Heilman's Teacher Evaluation Form, evaluation of seminars and visitations, and reports of the visitations. Pupil change was measured by the Iowa Tests of Basic Skills and the McCullough Word-Analysis Test. The approach to reading instruction was measured by the San Diego County Teacher Inventory, and pupil attitude toward reading was measured by the San Diego County Inventory of Reading Attitudes. The following conclusions were reached: (1) An inservice program geared to teacher needs could have a salutary effect by developing a positive attitude toward reading supervision which offers competent leadership. (2) Teacher perceptivity in evaluating strengths and weaknesses occurred. (3) Pupil achievement improved in experimental teacher classrooms.

6779
DiMeo, Katherine Pappas. "Visual-Motor Skills: Response Characteristics and Pre-Reading Behavior," Ph.D., University of Miami, 1967. Supervisor: Emmet A. Betts, Vol. XXVIII, No. 7, 2552-A. (Order No. 67-16, 866, Microfilm $3.65; Xerography $12.85, 284 pages.)

The investigation was undertaken to study facets of kindergarten subjects' visual-motor skills and the relationship between achievement in these skills and a measure of visual-perception reading readiness. Three tests, a test of finger agnosia, the Lorge-Thorndike Intelligence Test, and the Word-Form Test of the Betts Ready-to-Read Tests, were given individually. A visual-motor, a visual-haptic-kinesthetic, and a visual-discrimination test were administered. Kindergarten subjects' conceptual systems did not appear to contribute to their visual-motor skill. Visual-motor achievement tended to be distributed according to properties of the stimulus with a wide range of achievement for each geometric form and a differentiated distribution from one form to another. Haptic-visual equivalences tended to be achieved more readily than haptic-kinesthetic equivalences. When visual-discrimination subtests were differentiated in terms of stimulus characteristics, they tended to be significantly related, but not to the degree that they appeared to measure a unitary ability. Visual-motor skill appeared to be related to achievement in intersensory equivalences and to achievement in visual discrimination of geometric forms. Achievement in word discrimination appeared most highly related to those measures which focused on perceiving differences in stimulus characteristics of geometric forms.

6780
Dodds, William Garrett, Jr. "A Longitudinal Study of Two Beginning Reading Programs: Words in Color and Traditional Basal Reader," Ed.D., Western Reserve University, 1966. Vol. XXVII, No. 12, 4163-A. (Order No. 67-4606, Microfilm $3.00; Xerography $7.00, 148 pages.)

The relative effectiveness of two beginning reading programs was measured. The programs were Words in Color (experimental) and the Ginn basal reading series (control). A kindergarten class which had words in color starting in the second semester of kindergarten was compared with a kindergarten class with a traditional program in kindergarten and grades 1 and 2. Both groups had 19 students, and the control group was 1 year ahead of the experimental group. Information was obtained on school attendance, chronological age, reading readiness, and IQ. The California Achievement Test was administered. The t test was used to analyze the data. There was a significant difference in word recognition skills in favor of the experimental group. There were no significant differences in comprehension between the groups. A significant difference in spelling achievement favored the experimental group at the end of first grade. This difference tapered off during the second grade. Further results and recommendations are included.

6781
Drake, Lawrence Coleman. "The Effectiveness of a Selected Readability Formula in the Prediction of Student Success with Technical and Non-Technical Reading Materials," Ed.D., University of Missouri, Columbia, 1966. Major Adviser: W. R. Miller, Vol. XXVII, No. 9, 2937-A. (Order No. 67-2905, Microfilm $3.00; Xerography $7.80, 167 pages.)

The effectiveness of the Dale-Chall formula in the prediction of success with technical and non-technical reading materials by students at the secondary school level was studied. Four information sheets were developed; two dealt with technical content and two dealt with non-technical content. All four sheets were written at the tenth-grade level of readability and were rewritten on the fifth-grade level of readability. An objective achievement test was constructed for each type of material. Selected seventh graders were matched on sex, reading ability, scholastic aptitude, and pre-test scores and were paired into high, average, and low ability sub-groups. One hundred twenty-six pairs (1) completed the objective test over the technical content as a pretest, (2) read the technical content written at the tenth- or fifth-grade level of readability, (3) completed the objective test over the technical content as a post-test, and (4) in four weeks completed the objective test on the technical content as a second post-test to measure retention. Rewriting technical content to a lower level of readability did not significantly improve learners' comprehension, retention, or reading speed of that content. Rewriting non-technical content to a lower level of readability did not significantly improve learners' comprehension, retention, or reading speed of that content. Learners understood and recalled facts and concepts from the non-technical content more readily than from technical content. Girls were more successful with non-technical content than boys. Boys were more successful with technical content. Conclusions and implications are presented.

6782
Draper, Merle Reed. "The Relationship of Learning Style to Reading Achievement and Academic Adjustment," Ed.D., Indiana University, 1965. Chairman: Perry J. Rockwell, Jr., Vol. XXVII, No. 2, 326-A. (Order No. 66-3114, Microfilm $3.00; Xerography $4.60, 90 pages.)

The usefulness of an instrument (I-S Scale) which purports to describe learning style and the relationships between it and factors important to the academic adjustment of college students enrolled in a reading and study improvement course were explored. Subjects were 97 second semester freshmen enrolled in a reading and study improvement course. Students were asked to rate their self-concept prior to taking the I-S Scale. The Iowa Silent Reading Tests and grade point average were used to measure reading and academic achievement respectively. Chi-square and analysis of variance were used to analyze the data. The I-S Scale did not differentiate students according to reading achievement or academic adjustment. There were no statistically significant differences in gains in reading achievement or academic adjustment between students with realistic self-concepts of their learning style and those with unrealistic self-concepts of their learning style.

6783
Duell, Orpha Kay. "An Analysis of Prompting Procedures for Teaching a Sight Vocabulary," Ph.D., University of Illinois, 1967. Vol. XXVIII, No. 8, 3017-A. (Order No. 68-1743, Microfilm $3.00; Xerography $4.00, 72 pages.)

A series of seven miniature exploratory studies and a final study were carried out with 165 kindergarteners and 10 first graders. Various prompted training sequences were used to teach a sight vocabulary of eight words. Results confirmed the hypothesis that prompted training sequences designed to force the student to notice the cue teach more successfully than do sequences which allow, but do not force, the student to notice the cue. However, as a result of inefficient S-R pairings, the kindergarteners learned, on the average, only 40 percent of the sight vocabulary under the best prompted training sequences tried in these studies.

6784
DuVall, Charles Robert, "Agreement of Judgments of Elementary Teachers and Measured Readability Level of Selected Free and Inexpensive Social Studies Materials," Ph.D., Ohio University, 1966. Director: Margaret J. Felsinger, Vol. XXVII, No. 8, 2275-A. (Order No. 67-1217, Microfilm $3.00; Xerography $10.35, 226 pages.)

Five hundred twenty intermediate grade teachers who requested free and inexpensive materials from selected businesses or government agencies were sent four randomly selected pieces of social studies materials and were asked to judge the readability level of each piece of material. The judgements of these teachers were compared with the estimates made by the Dale-Chall readability formula. It was concluded that teachers were able to determine the relative reading difficulty of the selected pieces of materials when their judgements were compared with the readability formula estimates, but that their judgements of the readability grade level did not agree with the grade level estimate assigned by the Dale-Chall formula. No conclusions were drawn concerning the effect of either grade level taught or of years of teaching experience on the teachers' judgement because of the statistically significant interactions which were found in the analysis of variance.

6785
Early, Joseph Franklin. "A Study of Children's Performance on Verbally Stated Arithmetic Problems with and without Word Clues," Ed.D., University of Alabama, 1967. Vol. XXVIII, No. 8, 2889-A. (Order No. 68-1037, Microfilm $3.15; Xerography $11. 05, 241 pages.)

The performance variance of 296 sixth-grade pupils in solving verbal arithmetic problems with the presence or absence of word clues was examined. The selection of correct processes as well as correct answers was considered in the study. A list of 31 word clues and a test using 13 sets of companion problems were used. A mean difference technique for correlated data was applied to test scores. Findings indicated that, as a whole, the children performed better in selecting correct processes and correct answers for problems with word clues than for those without word clues. Lower student performance on a standardized test was correlated with lower performance on problems without word clues. Suggestions are made for eliminating word clues which allow students to secure the correct answer without really understanding the problem situation.

6786
Eichel, Albert Julian. "A Study of the Effect of the Initial Teaching Alphabet on Reading Achievement," Ed.D., New York University, 1966. Chairman: John S. Benben, Vol. XXVII, No. 11, 3611-A. (Order No. 67-4918, Microfilm $3.00; Xerography $10.35, 227 pages.)

The effectiveness of the Initial Teaching Alphabet (i/t/a) as measured by the silent reading ability of second-grade pupils was compared with the effectiveness of reading instruction in traditional orthography (t.o.) which was measured in a similar fashion. One hundred seven pupils from a high-middle income area were assigned randomly to four classes, two of which received i/t/a instruction. The teachers employed were matched on the basis of length of service, college background, and classroom competency. The instructional program of all groups was based upon a basal reader approach. An attempt was made to avoid the Hawthorne effect by introducing new materials to the control groups. Forms of the Metropolitan Reading Test were administered at the end of the first grade and in the middle of second grade. No statistically significant difference was found between the reading achievement of second-grade pupils who had received i/t/a instruction and second-grade pupil who had received t.o. instruction.

6787
Ekwall, Eldon Edward. "The Use of WISC Subtest Profiles in the Diagnosis of Reading Difficulties," Ed.D., University of Arizona, 1966. Director: Ruth Strang, Vol. XXVII, No. 4, 950-A. (Order No. 66-10, 207, Microfilm $4.30; Xerography $15.10, 335 pages.)

Forty-four upper elementary school children of normal IQ who were retarded readers of at least two grade levels were administered the following tests: the Wechsler Intelligence Scale for Children (WISC), the California Reading Test, the Durrell-Sullivan Reading Capacity Test, the Gray Oral Reading Test, an informal reading test, and the Developmental Test of Visual Perception. The purpose was to ascertain typical WISC subtest profiles of retarded readers and to compare WISC profiles of bilingual retarded readers with unilingual retarded readers. The bilingual group did considerably better in arithmetic and coding, while the unilingual group scored higher in information and vocabulary. However, both groups attained low scores in information, comprehension, arithmetic, and digit span, but were significantly high in picture completion, picture arrangement, object assembly, and coding. By knowing which high and which low subtests are associated with reading ability, a reading program could be organized which would capitalize on high ability areas.

6788
Elder, Richard Duncan. "A Comparison of the Oral Reading of Groups of Scottish and American Children," Ph.D., The University of Michigan, 1966. Vol. XXVII, No. 9, 2875-A. (Order No. 67-1732, Microfilm $3.00; Xerography $8.20, 179 pages.)

A sample of 49 children from West Lothian County, Scotland, who began reading instruction at age 5 was compared to two samples of children from Ypsilanti, Michigan. The Michigan samples were randomly selected from second and third grade to obtain the specific numbers needed in each age-sex category. Oral reading was measured by the Gray Standardized Oral Reading Paragraphs Test. The principal results follow. (1) The mean score of the Scottish sample was significantly above the mean for the Michigan sample of the same age. No significant differences were found when the samples receiving the same number of years of instruction were compared. (2) A comparison of the rate of oral reading disclosed no significant differences in the samples of the same age. The Michigan sample read significantly faster than the Scottish sample with the same number of years in school. (3) A comparison of the tendency to read for meaning, as indicated by substitutions which change meaning and the self-correction of these errors, indicated that the Scottish sample made significantly more of these errors than did either Michigan sample. Although the Michigan samples self-corrected a higher percentage of these substitutions the differences were not significant.

6789
Elitcher, Helene. "Children's Causal Thinking As a Function of Cognitive Style and Question Wording," Ph.D., New York University, 1967. Chairman: Herbert Furkel, Vol. XXVIII, No. 4, 1294-A. (Order No. 67-11, 100, Microfilm $3.00; Xerography $6.40, 131 pages.)

One hundred thirty-six fourth-grade children between the ages of 8-9 and 10-0 were examined to study the effects of cognitive style and question wording on children's concepts of physical causality--non-naturalistic, phenomenistic, and naturalistic. Two sets of questions, identical except for wording, about the causes of a variety of common physical phenomena were administered to the children during individual interviews. The study revealed that questions worded in the "why" form yielded more immature responses (non-naturalistic and phenomenistic) than questions worded in the "how" form for both global and analytic children. Cognitive Style was nothing more than IQ if initial differences in IQ were eliminated, but Cognitive Style was more than IQ if the effects of wording on children with different Cognitive Styles were considered. There was a relationship between Witkin's concept of cognitive style and Piaget's concept of children's causal thinking.

6790
Elkins, Hilda Arnold. "An Analysis of the Social and Ethnic Attributes of the Characters in Children's Books Which Have Won Awards," Ed.D., North Texas State University, 1967. Vol. XXVIII, No. 9, 3359-A. (Order No. 68-2769, Microfilm $3.00; Xerography $5.40, 106 pages.)

The study analyzed the distribution and treatment of social and ethnic groups among the characters in books that had won the Newbery or Caldecott Medals. The ethnic distribution of early and recent Newbery Medal winners was studied. It was concluded that these books did not favor Americans numerically, did not portray Americans as being of higher moral character or social status than other groups, and were biased numerically against Negroes but against no other ethnic group. The authors and illustrators of these books did not develop themes involving lower class people who were not Negroes, used themes involving the employment of married women, and avoided persistent stereotypes of cultural groups. The writer recommended that quality books about Negroes and lower class people should be used in libraries to a great extent, but no compromise in quality should be made to achieve ethnic or social balance in literature.

6791
Engemoen, Bonny Lynn, "The Influence of Membership in a Broken Home on Test Performance of First Grade Children," Ed.D., North Texas State University, 1966. Vol. XXVII, No. 9, 2726-A. (Order No. 67-2574, Microfilm $3.00; Xerography $4.80, 93 pages.)

A comparison was made between children from broken homes and those from united homes on the following criteria: school readiness, intelligence, achievement at the end of first grade, sociometric status, and adjustment. Subjects were 230 first-grade children from middle-class homes, 31 of whom were from broken homes (natural parents were divorced or separated). The children included were six years old at the beginning of the school year, and the groups were matched for IQ, social class, age, and grade. Six measures were used to test the hypothesis that there would be no difference between the groups on the comparisons of the mean scores obtained from these tests. There was no statistically significant difference between these groups in regard to intelligence, school readiness, reading and arithmetic achievement, sociometric status, or withdrawn maladjustment. Statistically significant differences were found in favor of the children from united homes on teacher ratings of leadership behavior and agressive maladjustment. Comparison of these results with previous research suggested that a recent separation of a child's parents was more a factor in his school achievement than a separation of long duration.

6792
Erdley, Russell Richard, "Patterns of Eye Movements in Word Learning," Ph.D., The Florida State University, 1967. Major Professor: Edwin H. Smith, Vol. XXVIII, No. 7, 2439. (Order No. 68-350, Microfilm $3.00; Xerography $4.20, 77 pages.)

The extent to which average readers at the second-, third-, and fourth-grade reading levels consider every letter in their attempt to learn printed words and the patterns of eye movements which accompany learning new words were studied. The subjects were within .5 of the grade placement, were between 90-110 IQ, and had been screened for normal vision. Five unknown words for each grade level were chosen, and each subject was photographed with the Reading Eye Camera as he attempted to learn the words. The interfixational movements, regressions, and return sweeps of the words were tabulated from the film record. It was concluded that there were little or no important differences in the number of interfixational movements that the children manifested during word learning from grades 2 through 4, that there was a wide range of interfixational movements from word to word, which appeared partly dependent upon the number of letters in the word, and that a high percentage of the subjects made a return sweep of the entire word in word learning.

6793
Evans, Laura Katherine. "The Influence of a Definite Procedure for Teaching Spelling during Creative Writing on Reading Comprehension, Word Recognition, and Spelling," Ed.D., University of Maryland, 1965. Supervisors: John J. Kurtz and Alvin W. Schindler, Vol. XXVII, No. 1, 137-A. (Order No. 66-3079, Microfilm $3.00; Xerography $8.40, 183 pages.)

The effect of imparting spelling instruction as needed during creative writing was investigated in relationship to reading comprehension, word recognition, and spelling. Eight second-grade classes, randomly selected from a list of schools having individualized reading programs, participated in the study for a period of 16 weeks. Diagnostic Reading Tests and spelling tests developed from the Iowa Spelling Scales were administered prior to and after treatment. The experimental group spent one-half hour each day in creative writing. During this time, individualized spelling instruction was given. No difference in reading comprehension was found after treatment, but spelling achievement was significantly higher in favor of the the control group receiving regular group spelling lessons. The evidence supported the systematic teaching of spelling.

6794
Fairchild, Frances Elizabeth. "A Study of the Extent to which Selected Clues Serve as Aids to the Identification of Unknown Words," Ed.D., University of Missouri, Columbia, 1967. Major Professor: A. Sterl Artley, Vol. XXVIII, No. 9, 3361-A. (Order No. 68-3603, Microfilm $3.00; Xerography $7.00, 146 pages.)

The purpose of the study was to investigate the extent to which the following clues aid the identification of unknown words when presented cumulatively in the order listed: context, initial elements added, final elements added, and remaining vowels added. Fifty fifth-grade children, average or above in general reading achievement and word analysis skills, were subjects. Thirty words familiar in sound and meaning but unfamiliar in printed form to at least 70 percent of the subjects were response words. Subjects read specially written narrative passages to identify response words placed by blank spaces. For a word not identified from its contextual setting, additional word element clues were provided. Conclusions included: (1) Generally words unfamiliar to the reader in printed form could be identified with context and total word element clues. (2) High performers in identification of words with context clues and word element clues were superior to low performers in extent of sight word vocabulary, listening-meaning vocabulary, reading achievement, and ability to identify words without maximal clues. (3) Words most frequently identifiable with context and word element clues required fewer maximal clues for identification than did words less frequently identifiable. (4) Context clues without additional word elements produced meaningful responses more frequently than they produced exact word identification.

6795
Farr, Roger Charles. "The Influence of Highly Frustrating Reading Experiences on the Performance of Seventh-Grade Students," Ed.D., State University of New York at Buffalo, 1967. Vol. XXVIII, No. 5, 1615-A. (Order No. 67-13, 519, Microfilm $3.00; Xerography $7.80, 167 pages.)

The effects of a frustrating reading experience on a subject's subsequent performance and the interaction effects of anxiety level and reading level with the oral reading of highly frustrating selections were studied. Six hundred fifty seventh-grade subjects were administered the Gates Reading Survey and Sarason's Test Anxiety Scale for Children. Random assignment of frustrating or easy reading selections was based on the results of an informal reading inventory. The coding subtest of the Wechsler Intelligence Scale for Children and a seventh-grade reading selection were used as criteria tests following the treatment level reading selection. No significant differences were found in performance of a task after reading a frustrating selection compared with an easy reading selection. There were no effects from the interaction of anxiety level and reading ability level with treatment reading selections. One is cautioned against concluding that long-term exposure to frustrating reading materials would not be harmful since the study was limited to seventh-grade subjects and the frustration level selections were short (300 words).

6796
Faustman, Marion Neal. "Some Effects of Perception Training in Kindergarten on First-Grade Success in Reading," Ed.D., University of California, 1966. Vol. XXVII, No. 4, 951-A. (Order No. 66-8244, Microfilm $3.80; Xerography $13.50, 296 pages.)

The effect of kindergarten training in perception upon first-grade reading achievement was investigated in 28 classes of the San Juan Unified School District. All classes were pretested with the Perception Ability Forms Test (P.A.F.T.) and then randomly divided into an experimental and control group. Though the control group scored higher on the P.A.F.T. than did the experimental group before the training period began, at the end of this period, the experimental group had caught up and slightly surpassed the control group. Moreover, the first-grade reading achievement results indicated a significant, positive effect of perception training on reading skill.

6797
Fennimore, Flora. "The Effect of the Self Concept on Reading Achievement in a College Reading Clinic," Ed.D., Washington State University, 1966. Chairman: Lloyd B. Urdal, Vol. XXVII, No. 6, 1654-A. (Order No. 67-13, 556, Microfilm $3.00; Xerography $5.60, 111 pages.)

An investigation was made of the differences in reading achievement and self-concept of 107 college students enrolled in a reading clinic. Grade point average (GPA), reading aptitude, and reading achievement made up the school-associated variables selected and analyzed to test the cognitive effects. Students involved in the study changed significantly at the .01 level regarding all variables except self-appraisal. Little relationship was evident in any of the comparisons of the measures of self concept and the school-associated variables. More relationship existed between the group's final picture of real self and the selected variables than between the initial picture of real self and the selected variables. No relationship was evident between initial self-appraisal and tested reading achievement. Some relationship was discernible between aptitude and self-appraisal. Relatively low positive relationships existed between GPA and low aptitude, low self-appraisal and between GPA and high aptitude, high self-appraisal.

6798
Fenwick, James Juvenal. "Aural and Visual Instruction with Slow-Learners," Ph.D., Stanford University, 1967. Vol. XXVIII, No. 7, 2440-A. (Order No. 67-17, 421, Microfilm $3.15; Xerography $11.05, 243 pages.)

The hypothesized superiority of aural instruction over visual instruction for ninth-grade reading handicapped slow-learners and of the individual study carrel over the standard group study approach for ninth-grade slow-learner social studies students were investigated. Subjects were assigned to a control group or to one of four experimental groups receiving instruction by aural-carrel, aural-group, visual-carrel, or visual-group methods. Subjects in the experimental groups received a minimum of three lessons before testing. The control group received no instruction to insure that the subjects in the experimental groups were dependent upon the lesson materials and instruction for their learning. It was found that slow-learner subjects performed equally well in aural and visual instructional approaches and in carrel and group settings. Three categories of slow learners, low-average, low, and those with reading handicaps only, performed equally well in each instruction situation. No significant differences were found between male and female subjects in relation to the aural or visual mode.

6799
Ferguson, Nelda Unterkircher. "The Frostig--An Instrument for Predicting Total Academic Readiness and Reading and Arithmetical Achievement in First Grade," Ph.D., The University of Oklahoma, 1967. Major Professor: P. T. Teska, Vol. XXVIII, No. 6, 2090-A. (Order No. 67-15, 890, Microfilm $3.00; Xerography $3.00, 54 pages.)

Two groups of first-grade children were identified during the first 3 weeks of first grade and matched as to age, sex, race, prior kindergarten training, and IQ. The two groups were separated on the basis of the Frostig Developmental Test of Visual Perception which yielded a Perceptual Quotient (PQ) score. Group one was the beginning first graders with IQ's ranging from 91-135 and with PQ's above 90. Group two was the beginning first graders with IQ's ranging from 91-135 and with PQ's below 90. The pupils in group one performed statistically better than those in group two on the Metropolitan Readiness Test given at the beginning of first grade. At the end of first grade, group one performed statistically better than group two in reading and arithmetical achievement. The results indicated that children of average intelligence who have a Frostig PQ score of below 90 would not be expected to do first-grade level work in reading and arithmetic at the end of first grade. A PQ score below 90 would also indicate poor total academic readiness for first-grade work.

6800
Fishco, Daniel T. "A Study of the Relationship between Creativity in Writing and Comprehension in Reading of Selected Seventh-Grade Students," Ed.D., Lehigh University, 1966. Vol. XXVII, No. 10, 3220-A. (Order No. 67-4861, Microfilm $3.00; Xerography $6.00, 121 pages.)

The study investigated the relationships between scores achieved by seventh-grade students on a creative writing scale structured by the author and their scores on a reading comprehension test. It also investigated the relationships between creative writing ability and sex, chronological age, general intelligence, and interest in the topic. Conclusions showed that creativity in writing was significantly correlated with sex but was not significantly correlated with chronological age, topic interest, language IQ, nonlanguage IQ, or total IQ. For all students, reading comprehension and creative writing ability were significantly correlated, but this was not true when the boys' scores were examined alone. Reading comprehension did not appear as a significant main effect for creative writing scores.

6801
Flatt, Earle Edward. "The Influence of Individualized Eye-Span Training with Digits on Effective Reading Rate," Ph.D., The University of Connecticut, 1966. Vol. XXVII, No. 10, 3221-A. (Order No. 67-4548, Microfilm $3.00; Xerography $7.00, 146 pages.)

An investigation was made of the influence on effective reading rate of individualized tachistoscopic training with digits. The training program of digits was administered to an experimental group 3 days a week for 10 weeks. A control group received similar reading instruction but no tachistoscopic training. Reading rate tests were administered before and after the period of experimentation. The study concluded that tachistoscopic training produced a significant increase in the digit perceptual span of students who had the training, but it did not produce a significant improvement in effective reading rate, in words read per minute, or in silent reading comprehension.

6802
Fleming, James Thomas. "The Measurement of Children's Perception of Difficulty in Reading Materials," Ed.D., Harvard University, 1966. Vol. XXVIII, No. 9, 3501-A. (Order No. 67-7441, Microfilm $3.00; Xerography $9.45, 206 pages.)

The ability of children to self-select reading materials that were within a range of their reading comprehension was investigated. Average fifth-grade students read 32 short graded selections and took a comprehension test. The selections represented eight interest categories, each of which contained four selections of similar topical content and length, but which varied in readability from third- to ninth-grade level. In individual sessions, each subject was given a subset of selections and was asked to choose the story which was the "best for him," the "easiest," and the "hardest." It was found that there was little consistency in subjects' choices of easiest and hardest materials, but there was a positive significant relationship between comprehension and chosen material. Suggestions for further research are made.

6803
Fodor, Eugene Michael. "The Effect of the Systematic Reading of Stories on the Language Development of Culturally Deprived Children," Ph.D., Cornell University, 1966. Vol. XXVII, No. 4, 952-A. (Order No. 10, 261, Microfilm $3.00; Xerography $6.40, 131 pages.)

The systematic reading of stories as a language development factor for culturally deprived children was investigated. Stories were read to 24 children for 20 minutes, 5 days a week for a period of 3 months. The age range of the subjects varied from 21 to 30 months of age, and socioeconomic status was determined by means of Chapin's Social Status Scale and the amount of education received by the mother. The level of language development was measured by the number of words used by the subject in 30 expression units and by the scores attained in the Pacific Expressive and Receptive Vocabulary Tests. The gain in receptive vocabulary exhibited by the experimental group was significantly greater than that of the control group. The experimental group made similar progress in expressive vocabulary. No significant difference in the number of words per 30 expression units was found, although a tendency toward improvement was noted.

6804
Ford, Marguerite Prentice. "The Relationship of Auditory-Visual and Tactual-Visual Integration to Intelligence and Reading Achievement," Ph.D., Columbia University, 1967. Vol. XXVIII, No. 2, 493-A. (Order No. 67-10, 581, Microfilm $3.00; Xerography $5.60, 114 pages.)

To investigate the relationship of intersensory tasks to intelligence and reading achievement, 121 boys in grade 4 from a middle-class suburban community were studied. The relationship of the two intersensory tasks to each other and to the type of reading errors made on an oral diagnostic reading test was explored. The measure of tactual-visual integration was originally developed by Buchner, and the measure of auditory-visual integration was a modification of a test developed by Kahn. The tactual-visual test, auditory-visual test, and the Gates-McKillop Reading Diagnostic Test were administered individually to all subjects. Scores on the Henmon-Nelson Intelligence Test and the Iowa Tests of Basic Skills were obtained from school records. The results of the study indicated that

that auditory-visual integration skills were significantly related to intelligence and reading achievement, whereas tactual-visual integration skills were not. The findings with regard to tactual-visual functioning were in sharp contrast to a previous study by Buchner who found a high degree of association between tactual visual performance, intelligence, and school achievement. This discrepancy might be due to differences in samples and/or measures used.

6805
Francis, James Frank. "An Evaluation of Selected, Graded vs. Non-Graded Occupational Literature Units as Sources of Vocational Information and Reading Skill Development Materials," Ed.D., Boston University School of Education, 1966. Vol. XXVII, No. 8, 2441-A. (Order No. 66-14, 783, Microfilm $3.00; Xerography $9.90, 217 pages.)

Three hundred high school seniors were divided into two equal groups of 150 students each and were equated on IQ, reading achievement, high school curriculum, and sex. For 10 weeks, the control group received regular classroom instruction in English and explored career opportunities according to their inclination using nongraded vocational information materials. During this same period, the experimental group received instruction in the reading skills of directed reading, word meaning, comprehension, and speed reading as supplementary work in their English classes. Content material for the reading skill exercises was obtained from 212 selected paperbacks varying in difficulty from grade 8 through 16 and categorized into 10 occupational interest groupings. Reading difficulty was determined with the Flesch Readability Formula. Pre and post measures administered to both groups included the Iowa Silent Reading Test, Advanced Forms AM and BM, the California Occupational Interest Inventory, and an occupational interest survey questionnaire. A comparison of the two groups revealed significant differences favoring the experimental group in total score and in the comprehension subtest of the Iowa Silent Reading Test. A comparison of the percentage of students indicating independence in career choice revealed a significant difference favoring the experimental group. No difference was found between the groups in the percentage matching job choice with measured interest.

6806
Freeman, Helen Viola. "A Study of Ambiguity in the Language in Certain Textbooks for Grades Four, Five, and Six," Ed.D., University of Arkansas, 1967. Major Professor: R. K. Bent, Vol. XXVIII, No. 4, 1339-A. (Order No. 67-12, 866, Microfilm $3.00; Xerography $3.80, 70 pages.)

Seven hundred thirty-six students in the fourth, fifth, and sixth grades were studied to determine the relationship between the understanding of multiple-meaning words and phrases and the students' sex, age, mental maturity, father's vocation and education, mother's education, year in school, number of siblings, and instruction. The data were secured from the students' accumulative school records and the results of two tests--one given in the fall consisting of words and phrases used out of context and one given in the spring consisting of words and phrases used in context. The findings reveal that the children understood ambiguous words and statements better when used in context. There was a relationship between mental age and understanding ambiguousness. Grade in school had a relationship to understanding ambiguities when used out of context, but not when used in context. Parents' educational and vocational backgrounds had a significant relationship to childrens' understanding ambiguous words and phrases out of context but not when used in context. There was no significant difference between boys and girls in understanding ambiguities.

6807
Freer, Imogene Johns. "A Study of the Effect of a College Reading Program upon Grade-Point Average in Odessa College, Odessa, Texas," Ph.D., Michigan State University, 1965. Vol. XXVII, No. 3, 601-A. (Order No. 66-6124, Microfilm $3.00; Xerography $6.00, 125 pages.)

The effectiveness of the developmental reading program in Odessa Junior College, Odessa, Texas, was determined by making a comparison of the grade point averages for one academic year of 40 matched pairs of students. The 40 pairs were matched on initial reading score, SCAT score, class load, age, and sex. The experimental group enrolled in a one-semester one-credit course emphasizing reading skill improvement and the attainment of self-confidence. The control group received no training. Chi square and t tests were used to analyze the data. The Nelson-Denny Reading Test was administered in the fall of 1963 and in the spring of 1965. It was concluded that the mean difference in grade point average was significantly higher for the experimental group. There was no statistical significance between the number of males and females who took the reading course. Students who took reading made high percental gains on the reading test and retained these gains for a period of 1 year.

6808
Fry, Maurine Ann. "A Transformational Analysis of the Oral Language Structure Used by Two Reading Groups at the Second Grade Level," Ph.D., The University of Iowa, 1967. Professor: Siegmar Muehl, Vol. XXVIII, No. 8, 3021-A. (Order No. 68-929, Microfilm $3.00; Xerography $5.60, 114 pages.)

Differences in the oral language structure of two reading groups, below average and average or above, were investigated by the use of Chomsky's grammatical model (1957). Subjects were 57 second-grade children equated on chronological age, sex, intelligence, and social class. Oral language samples were obtained in response to 18 pictures. These samples were segmented into 50 communication units for each child. Thirty-seven transformational rules were written to derive the structures found in the data. Results indicated that the major difference in oral language structure used by the two groups was the below average group's frequent usage of existence sentences. Two suggested explanations for this behavior were difficulty with organization and lack of self-confidence on the part of the below average group.

6809
Gale, Darwin Fred. "A Comparison of Reading Readiness Skills of Mentally Retarded and Normal Children," Ed.D., Brigham Young University, 1967. Supervisor: Marguerite Wilson, Vol. XXVIII, No. 6, 2090-A. (Order No. 67-16, 523, Microfilm $3.00; Xerography $8.60, 187 pages.)

The reading readiness skills of 34 educable primary level mentally retarded pupils were compared with the reading readiness skills of 34 kindergarten children. Analysis of covariance was used to determine if differences existed between the two groups. The instruments utilized for comparison were the Primary Mental Abilities Test, K-1 (PMA); the Metropolitan Readiness Test, Form A (MRT); the Lee-Clark Reading Readiness Test, K-1 (LCRRT); and the Frostig Developmental Test of Visual Perception, revised 1966 edition (DTVP). The results indicated that there were significant differences between the educable mentally retarded and kindergarten subjects on the Word Meaning Subtest of the MRT, the Letter Symbols, Word Symbols, and total test score of the LCRRT, and the Position in Space Subtest of the DTVP. The differences between the two groups were in favor of the mentally retarded, possibly because of their greater chronological age and educational experience. Relationships between the MRT and the LCRRT were established in that both measure, to a large extent, similar facets of reading readiness. The use of reading readiness tests with the mentally retarded was strongly recommended. Results were discussed in terms of the educational and research implications.

6810
Gallistel, Elizabeth Ransom. "The Effect of Differing Capacities for Extinction on Cognitive Processes: Their Relation tc Motor Inhibition and to Reading Disability," Ph.D., University of Minnesota, 1967. Vol. XXVIII, No. 6, 2091-A. (Order No. 67-14, 609, Microfilm $3.00; Xerography $9.25, 201 pages.)

This study explored the effects of individual differences in an hypothesized capacity for extinction on learning behavior and its relations to motor inhibition and reading disability. Thirty-two fourth-grade boys with poor reading achievement and average intellectual potential were compared with 32 boys with similar intellectual potential and good reading achievement. Each subject learned to match particular colors with particular buttons under two learning conditions: without any competing cues and with competing background cues. Each was given a modified Wisconsin Card Sorting Task, a motor inhibition task, and the Spiral Aftereffect Test. Results revealed no linear relation between a subject's performance on the cognitive inhibition tasks and his performance on the motor inhibition task. Neither cognitive inhibition nor motor inhibition was related to reading disability; however, different motor inhibition types among the poor readers showed consistently different patterns of performance on the cognitive inhibition measures. The results were interpreted in terms of a neurophysiological model of inhibition.

6811
Geeslin, Dorine Hawk. "A Descriptive Study of the Current Book Choices of Pupils on Three Grade Levels: A Search for the Effects of Reading Age upon Reading Interests," Ed.D., The Florida State University, 1967. Major Professor: Richard C. Wilson, Vol. XXVIII, No. 3, 875-A. (Order No. 67-11, 156, Microfilm $3.00; Xerography $5.60, 111 pages.)

Third-, fifth-, and seventh-grade students rated the interest appeal of books they had read. The survey resulted in knowledge of third graders' preferences, an assessment of the holding power of the titles established by previous investigators as being popular among fifth and seventh graders, and the identification of three groups of books representative of the reading interests of the three grade levels represented. Two experimental groups were selected. Each subject was shown pairs of books and asked which book in each pair he would prefer to read. One book in each pair was a favorite of his reading-age peers, and the other was a favorite of his chronological-age peers. Members of one experimental group were 8 years old, and members of the other were 12 years old. Members of both groups had a reading age of 10. The number of choices made in accordance with reading age was the sample which received statistical treatment. There was no evidence that boys were influenced more by either reading age or chronological age. Girls in classrooms with chronological age mates made more choices for books preferred by age mates, while girls in classrooms with children younger than themselves did not make a significantly greater number of choices in accordance with chronological age.

6812
Geiger, Evangeline Drury. "An Investigation of Three Methods of Teaching Vocabulary at the Junior High Level," Ed.D., University of California, Berkeley, 1967. Vol. XXVIII, No. 7, 2597-A. (Order No. 68-7, Microfilm $3.00; Xerography $8.00, 174 pages.)

The purpose of this study was to investigate three methods of teaching vocabulary at the junior high school level: (1) the use of a programed text in vocabulary development (Word Clues, Book G, Educational Developmental Laboratories), (2) the use of a programed text augmented by listening assistance, and (3) the use of a programed test augmented by a work analysis supplement. The sample, composed of 16 seventh- and eighth-grade classes, spent 15 minutes daily using one of the methods. It was concluded that vocabulary could be developed at the seventh-grade level using a programed text that emphasized context clues. Listening assistance was an effective means of reinforcement for programed instruction in developing vocabulary and comprehension. A work-analysis supplement did not contribute to the effectiveness of a programed text in vocabulary development that emphasized context clues. Listening assistance did contribute to retention when used to augment a programed text.

6813
Geyer, John Jacob. "Perceptual Systems in Reading: A Temporal Eye-Voice Span Constant," Ph.D., University of California, Berkeley, 1966. Vol. XXVIII, No. 1, 122-A. (Order No. 67-8562, Microfilm $3.00; Xerography $8.80, 194 pages.)

Synchronized eye-movement and voice recordings were made of the oral reading of three passages by eight subjects. These recordings yielded 1,465 eye-voice span pairings which were analyzed to test an heuristic model of perception. The model was based on certain premises of General Open Systems Theory as utilized by the Substrata-Factor Theory and the particular point of view of the information theorist Broadbent. Three hypothesis based on the model were supported -- (1) that the temporal eye-voice span would remain virtually constant was supported by rank order correlations between the temporal eye-voice span and smooth reading measures which ranged from .83 to .98, (2) that the time separating the eye and the voice would approximate 1 second was substantiated by a mean temporal eye-voice span of 1004 ms, and (3) that the balance of visual imput and output systems would be maintained was characterized by the use of multiple fixations, regressions, and overly-long fixations to maintain temporal balance.

6814
Gifford, Edith Mead. "Reading Rate Flexibility and Test Anxiety," Ph.D., The University of Wisconsin, 1967. Major Professor: Theodore L. Harris, Vol. XXVIII, No. 7, 2554-A. (Order No. 67-10, 628, Microfilm $3.00; Xerography $7.40, 159 pages.)

The relationship between test anxiety as indicated by scores on the Test Anxiety Scale for Children, TASC, and the ability of fourth-grade children to vary reading speed appropriately in accordance with purpose for reading was studied. An attempt was made to determine the relationships of the psychophysiological measures--galvanic skin response, GSR, and muscle action potentials, MAP, to the above factors. For 60 fourth graders reading at or above grade level, the TASC anxiety, with few exceptions, was unrelated (1) to pretraining use of reading rates varied according to purpose, (2) to learning to use appropriately varied reading rates, or (3) to retention or post-training increase in rate flexibility as measured by ratio scores indicating differentiation between reading speeds used when reading for sequence, main idea, or specific fact purposes. The few instances of significant correlation between TASC scores and the ability to produce a differentiation of reading speeds implied a facilitative effect of anxiety for boys in the study. Measures of GSR and MAP were taken during pre- and post-testing of 20 randomly selected subjects. The associations noted were equivocal with respect to the psychophysiological responses. It was suggested that, for these children reading at or above grade level, the response of coping with learning tasks, even though they be anxiety-involved, may have been the only response compatible with their overall life adjustment. The subjects were able to avoid or defend against any adverse effect of anxiety on the reading task.

6815
Giles, Douglas Elbert. "The Effects of Two Approaches to Reading Instruction upon the Oral Language Development of First Grade Pupils," Ed.D., North Texas State University, 1966. Vol. XXVII, No. 1, 139-A. (Order No. 66-6410, Microfilm $3.00; Xerography $5.00, 98 pages.)

The language experience and the traditional basal reader approaches were evaluated according to the gains made in the development of oral language skills of two first-grade groups. The aspects of oral language measured were extent of verbalization, vocabulary, expressions of tentativeness, use of structural patterns, colorful and vivid expressions, and use of mazes. It was concluded that the language experience approach was more effective than the traditional basal reader method in the areas of diversity of vocabulary, the use of expressions of tentativeness, the use of vivid and colorful expressions, and the control of mazes. The language experience approach was more effective with boys than with girls. It is recommended that teacher education courses place greater emphasis upon language experience teaching methodologies.

6816
Gillespie, Margaret Catherine. "A Content Analysis of Selected Fifth Grade Basal Readers and Fifth Grade Social Studies Texts," Ed.D., Stanford University, 1966. Vol. XXVII, No. 12, 4164-A. (Order No. 67-4305, Microfilm $3.00; Xerography $6.60, 140 pages.)

The basic assumptions underlying the study were that the content of basal readers and social studies textbooks differs in relation to the structure of the discourse and that content analysis can define the nature of the discourse embedded in the books. A sample of two fifth-grade texts in each area was obtained. Sample selections were selected randomly. The contents were analyzed according to (1) plot vs. exposition, (2) character vs. personages, (3) themes vs. key ideas, (4) format, (5) vocabulary, (6) noun and verb nucleus modifiers, (7) sentence length, and (8) paragraph length. Chi square, charts, and estimates were used to analyze the data. Significant differences were found for categories 1, 2, and 3. There were no significant differences for categories 7 and 8. Reading demands embedded in narrative content were different from the demands embedded in expository content. The ways in which they differ are described.

6817
Goforth, Frances Marie Sprott. "An Analysis of Selected Trade Books to Ascertain Their Linguistic Implications," Ed.D., Indiana University, 1966. Chairman: Ronald C. Welch, Vol. XXVII, No. 11, 3614-A. (Order No. 67-4010, Microfilm $3.00; Xerography $5.00, 97 pages.)

The purpose of this study was to identify linguistic principles pertinent to beginning reading instruction and then to determine whether these principles were apparent in selected trade books. Ruth Strickland's 1962 study constituted the criteria for the analysis of the structural patterns appearing in the five trade books selected for analysis. It was found that the linguistic schemes identified by Charles Fries, among which are spelling-patterns, word-patterns, and sequences of grammatical patterns, were extensively used in the five trade books. However, patterns identified as infrequently used by first-grade children in oral language occurred 54.54 percent of the time, while structural patterns most commonly used by first-grade children occurred 23.38 percent of the time.

6818
Goldenberg, Samuel. "A One-Year Study of the Relationship between Changes in Visual Efficiency and Growth of Scholastic Achievement of the Fifth, Sixth, and Seventh Grades in Morris Township, New Jersey," Ph.D., New York University, 1967. Chairman: Frank W. Lutz, Vol. XXVIII, No. 10, 3930-A. (Order No. 68-4776, Microfilm $3.00; Xerography $8.60, 188 pages.)

The relationship between changes in visual efficiency and growth of scholastic achievement was investigated. Subjects were 64 pairs of children matched for age, sex, grade, class placement, and socioeconomic level. Intelligence was held constant by means of covariance procedures. Inefficient vision was determined through a vision screening test that included the Snellen Chart and the convex lens test. Growth of scholastic achievement was determined through a successive yearly administration of the Iowa Tests of Basic Skills. No satisfactory statistical relationships could be demonstrated between changes in visual efficiency and growth of scholastic achievement. No statistical interaction could be demonstrated between sight and IQ. Suggestions for future research are given.

6819
Graham, Perry Preston. "A Comparative Analysis of Leading Vocabulary Studies," Ed.D., Baylor University, 1966. Vol. XXVII, No. 6, 1542-A. (Order No. 66-12, 995, Microfilm $3.00; Xerography $7.40, 157 pages.)

Research in the area of vocabulary was reviewed, and the most significant studies are analyzed. Five specific criteria for analysis were established. Eight studies met all the criteria. These were prepared by Edward L. Thorndike, Arthur I. Gates, Ernest Horn, James A. Fitzgerald, Edward W. Dolch, Donald D. Durrell, Clarence R. Stone, and Henry D. Rinsland. The eight studies were carefully evaluated, and a statement of the contributions and possible limitations of each was formulated.

6820
Graves, Leroy. "A Survey of the Reading Instructional Program in the Intermediate Grades of Representative South Mississippi Public, Rural, White Elementary Schools," Ph.D., University of Southern Mississippi, 1967. Vol. XXVIII, No. 10, 3887-A. (Order No. 68-2934, Microfilm $3.00; Xerography $5.00, 99 pages.)

The methods of teaching reading in 54 intermediate-grade classes of 11 rural, white, southern Mississippi public schools were evaluated. Data were obtained from teacher and principal observations and interviews. Check lists were used as guides. Results indicated a definite need for improvement in critical, creative, content, and oral reading skills; for accomodation of individual differences; for provision of inservice reading instruction for teachers; and for development of library facilities and services. Recommendations were made concerning some ways principals, teachers, and librarians could improve the reading program. The initiation of inservice reading instruction for teachers was urged strongly.

6821
Graves, Walter Albert. "National Survey of the Reading and Recreational Interests and Habits of American Public-School Teachers," Ed.D., The George Washington University, 1966. Director: Robert Edward Baker, Vol. XXVII, No. 9, 2729-A. (Order No. 67-141, Microfilm $3.10; Xerography $10.80, 239 pages.)

The responses to a questionnaire sent to a national stratified sample of the nation's elementary and secondary public-school teachers were analyzed. The data revealed that the average teacher read one daily and one weekly newspaper. National news was read most often; local news, education news, international news and editorials followed in that order. Drew Pearson and Ann Landers were his favorite specialized columnists. His favorite popular magazine was Reader's Digest, and he preferred non-fictional material. In non-professional books he preferred fiction and did not belong to any book-purchasing clubs. The number of books read in three months was eight; half of these were professional books. The most helpful professional magazine, according to the average teacher, was The Instructor. He nearly always read the NEA Journal, a professional subject-matter journal, and his state association journal. The major limitation on the teacher's recreational time was "preparing lessons and grading papers." His favorite music was semi-classical, and his favorite type of movie was historical, though he "seldom or never" went to the movies. His favorite radio and television shows were news reporting and commentary. Huntley and Brinkley were his favorite commentators, followed closely by Walter Cronkite. It was concluded that the average teacher was seriously concerned with the world in which he lived and with doing his job well.

6822
Greene, Frances M. "The Acquisition and Retention of Meaningful and Nonmeaningful Material by the Retarded," Ph.D., George Peabody College for Teachers, 1966. Major Professor: Nicholas Hobbs, Vol. XXVIII, No. 4, 1296-A. (Order No. 67-3612, Microfilm $3.00; Xerography $6.80, 142 pages.)

It was proposed that behaviors rather than persons be classified as intelligent or retarded. Seven male and seven female institutionalized retardates served as subjects in the experiment to discover the extent to which the meaningfulness of the material determines the intelligence of the subjects' learning and retention performances. Three separate experiments investigated the acquisition and retention of familiar and nonfamiliar items. Differences among low- and high-IQ subjects were minimal with meaningful material and more marked with nonmeaningful material. All subjects save one maintained an acceptably low error rate on the meaningful material.

6823
Griffin, Vernon Haywood. "A Study Designed to Investigate Some Aspects of Forced Increase in Rate of Reading on the Reading Comprehension of a Selected Group of Fifth-Grade Pupils," Ed.D., University of Houston, 1966. Vol. XXVII, No. 9, 2729-A. (Order No. 67-2030; Microfilm $3.00; Xerography $9.45, 206 pages.)

The following two major questions were considered: (1) Can the rate of reading of fifth-grade pupils be increased by applying selected teaching procedures? (2) How will these teaching procedures influence the comprehension level of the pupils involved? The members of the experimental and control groups included 23 girls and 13 boys who were matched on the basis of sex, age, reading achievement, and intelligence. The groups were above average in intelligence. The experimental group made a significant gain in rate over the control group. Comprehension was not adversely influenced by the increase in rate of reading. The purpose for reading tended to determine the rate. Teacher-made tests could be constructed to aid in evaluating pupil progress in rate of reading. The procedures used in this study contributed to the success in rate acceleration of the pupils in the experimental group. The rate of reading was increased significantly without the use of machines. The results of this study supported the recommendation that selected fifth-grade pupils who demonstrate proficiencies in the ability to read at or above grade level should be exposed to rate development instruction.

6824
Guice, Billy Milton. "An Experiment Combining Instruction in Comprehension with Practice in the Cloze Procedure in Reading," Ed.D., University of Southern Mississippi, 1966. Vol. XXVIII, No. 1, 143-A. (Order No. 67-8740, Microfilm $3.00; Xerography $8.80, 195 pages.)

College students enrolled in a study improvement course were randomly assigned to one of four laboratory groups. The two experimental groups were given a series of cloze passages taken from recently published college level work texts in addition to regular instruction in reading comprehension. The two control groups received only the regular instruction in comprehension. Pre- and post-test data were collected using the Cooperative English Tests, Form 1C and Form 1B, Reading Comprehension, The Guilford, Merrifield, and Christensen Test of Creativity "Consequences," and the Guilford, Merrifield, Christensen, and Wilson Test of Creativity "Alternate Uses," Form A, and the Otis Quick-Scoring Test of Mental Abilities. No significant differences were found between the reading comprehension gains of the experimental and control groups. The highest correlation reported was between creativity and clozure, .794. The correlation between intelligence and creativity was .640, between comprehension and intelligence .636, between comprehension and creativity .602, and between intelligence and clozure .400. All correlations were statistically significant. The lowest correlation was between comprehension and clozure, .203, and it was not significant at the .05 level.

6825
Guszak, Frank James. "A Study of Teacher Solicitation and Student Response Interaction about Reading Content in Selected Second, Fourth,

and Sixth Grades," Ph.D., The University of Wisconsin, 1966. Supervisor: Thomas C. Barrett, Vol. XXVIII, No. 3, 1000-A. (Order No. 66-9146, Microfilm $3.00; Xerography $10.35, 228 pages.)

Three consecutive reading lessons in four classes each of grades 2, 4, and 6 were tape-recorded and subsequently analyzed to determine teacher solicitation-student response congruence and interaction patterns. The single solicitation followed by a congruent response was the most dominant pattern in all grades and groups; only infrequently did teachers combine solicitation-response units into larger patterns. Teacher solicitation activities were most concerned with literal comprehension responses as evidenced by the 73 percent cluster found in the combined recognition and recall categories. The remaining categories in order of decreasing incidence were evaluation, explanation, conjecture, and translation. Recall solicitations were most frequent in the second grade, conjecture and explanation activity were higher in the upper grades. It was concluded that students were programed to respond in such a manner that only a limited portion of their thinking abilities was activated.

6826
Gutkoska, Joseph Peter. "The Influence of the Supplementary Vocabulary Program on the Improvement of Reading Vocabulary," Ed.D., University of Maryland, 1967. Supervisors: Alvin W. Schindler and Clayton L. Stunkard, Vol. XXVIII, No. 7, 2441-A. (Order No. 68-507, Microfilm $5.30; Xerography $18.70, 415 pages.)

The study was conducted to determine the effect of a program, the Supplementary Reading Program, designed to improve reading vocabulary at the eighth-grade level. Forty-two schools in the Archdiocese of Baltimore were selected to participate during the school year 1965-66. The schools were divided into three equal groups: (1) Group A which employed the Supplementary Vocabulary Program designed by the writer, (2) Group B which used a published program, "Words Are Important," and (3) Group C which did not use a formal vocabulary program. At the outset of the study, data pertaining to intelligence, reading comprehension, and reading vocabulary were acquired by the administration of the Otis Intelligence Scale and the Metropolitan Achievement Test, Form A. At the conclusion of the 30-week period, the Metropolitan Achievement Test, Form B, was given. After the data were adjusted for pre-test differences in IQ and reading achievement, it was concluded that there were no statistically significant differences at the .05 level among the three methods.

6827
Hagenson, Sara Louise. "The Relation of First Grade Readiness and Achievement Scores Based on Sex, Race, and Age," Ph.D., University of Southern Mississippi, 1967. Vol. XXVIII, No. 9, 3362-A. (Order No. 68-2935, Microfilm $3.00; Xerography $5.00, 99 pages.)

The relationship, based on sex, race, and age, of scores on the 1965 revision of the Metropolitan Readiness Tests to Metropolitan Primary I Achievement Test scores for 421 first-grade children was investigated. The data were used to provide correlation with a recently revised Readiness Test, to provide figures to aid in evaluating the choice of tests in the Forrest County, Mississippi, schools, and to provide general information helpful for teachers in planning a more individualized readiness program. Conclusions included: (1) The new edition of the Metropolitan Readiness Tests was sufficiently related to the Metropolitan Primary I Achievement Tests to be considered a reliable predictor of academic success. (2) Number and alphabet readiness subtests were consistently the best predictors of academic achievement for groups of children. (3) Sex and age differences were not of sufficient statistical significance to be educationally pertinent. (4) Race differences in relationships between several subtests of the Readiness Test and later achievement had implications for planning educational programs. (5) Although the relation of the numbers subtest approached that of total readiness to total achievement for most of the children, teacher analysis of scores on other subtests having high relationships should be considered in utilizing children's strengths and weaknesses when planning learning experiences.

6828
Hall, Mary Anne. "The Development and Evaluation of a Language Experience Approach to Reading with First-Grade Culturally Disadvantaged Children," Ed.D., University of Maryland, 1965. Supervisor: Alvin W. Schindler, Vol. XXVII, No. 1, 51-A. (Order No. 66-3080, Microfilm $3.00; Xerography $5.80, 120 pages.)

A language experience approach to reading for first-grade culturally disadvantaged children was developed and evaluated. Two hundred and seventy-six Negro, culturally disadvantaged children in five experimental classes and five control classes were involved. A guide for the language experience approach was developed for the experimental classes, and the investigator worked with the experimental teachers 1 day each week for approximately 3 months. The analysis of the data prior to treatment showed no significant difference among the children of both groups in intelligence, socioeconomic status, sex, or age. However, there was a significant difference in reading readiness in favor of the experimental group; the resulting data were analyzed by means of the analysis of covariance. The language experience approach was superior to the usual approach as shown by a significant difference in gains of reading readiness, word recognition, and sentence reading.

6829
Hammermeister, Frieda Katherine. "The Stability of Reading Achievement in Deaf Adults," Ph.D., University of Pittsburg, 1967. Vol. XXVIII, No. 11, 4375-A. (Order No. 68-7511, Microfilm $3.00; Xerography $3.80, 66 pages.)

The stability of reading achievement in 60 deaf adults 7 to 13 years after graduation from a school for the deaf was examined. The same form and edition of the Stanford Reading Achievement Tests which had been administered during the subjects' last high school year was used to evaluate present reading achievement. A comparison of the student and adult group grade equivalent scores by t-tests for correlated observations revealed significant gains at the one percent level of confidence on the test of word meaning, but no significant gains on the test of paragraph meaning. Regardless of a subject's high school score, he did not make gains in understanding the meaning of paragraphs as an adult but only in the meaning of new words. Some implications were that rehabilitation workers should reassess each deaf client and base goals on present reading skills, and that there was a need to teach reading in adult rehabilitation programs. The lack of improvement in paragraph meaning skills indicated a need for further research.

6830
Handelman, Zita Klang. "The Effects of the Controlled Reader on the Reading Improvement and Personality Adjustment of Students Enrolled in a High School Summer Reading Workshop," Ed.D., Rutgers, The State University, 1967. Vol. XXVIII, No. 4, 1207-A. (Order No. 67-12, 024, Microfilm $3.00; Xerography $7.20, 151 pages.)

Sixty high school students who were socially restricted because of economic deprivation were randomized into six sections of reading in a 6-week summer workshop. Three methods of teaching reading were used: book-centered techniques only, book-centered techniques and machines used substantively, and book-centered techniques and machines used as placebo. Reading ability and personality adjustment were measured before and after the 6-week workshop by the Gates Reading Survey Test and the California Personality Test. The book-centered and machine placebo method was significantly more effective than the other two methods in improving reading skills, and the book-centered techniques method was significantly more effective than the other two methods in improving personality adjustment.

6831
Hanesian, Helen. "The Relationship of Auditory Abilities to First Grade Reading Achievement," Ed.D., Columbia University, 1966. Project Sponsor: Mary Alice White, Vol. XXVII, No. 9, 2883-A. (Order No. 67-2805, Microfilm $3.00; Xerography $5.00, 97 pages.)

A sample of 175 children entering first grade, 90 boys and 85 girls from eight classrooms in three elementary schools, was measured for auditory acuity, early reading ability, selected auditory abilities, and intelligence. At the end of first grade the sample was reexamined for auditory abilities and was given three reading tests. Means, standard deviations, and individual, multiple, and canonical correlation coefficients were obtained. The results indicated a significant positive relationship between initial auditory abilities and reading achievement. Auditory blending had the strongest relationship to reading, especially to tests of reading comprehension. A significant positive relationship between initial auditory abilities and IQ was found. When the contribution of IQ was statistically eliminated from the correlation between initial auditory abilities and reading, the remaining coefficient was substantial. The results showed that the children improved in auditory abilities during the first grade. The differences in the performance of boys and girls was negligible. The children with a moderate to severe speech articulation defect received lower scores on all task variables than did children who had no defect or mild defect.

6832
Hangoed, James Richard. "An Investigation to Determine the Competency of Teachers and Student Teachers in Administering an Informal Reading Inventory," Ed.D., Wayne State University, 1965. Adviser: Marion Edman, Vol. XXVII, No. 6, 1705-A. (Order No. 66-10, 109, Microfilm $3.00; Xerography $9.00, 199 pages.)

The reading performance of two selected fourth-grade pupils was tape recorded and played to nine reading specialists, 72 classroom teachers, and 40 student teachers. The reading materials included an informal reading inventory and the Oral and Silent Reading sections of the Durrell Analysis of Reading Difficulty Test. An instrument was devised that contained the printed portion of the reading selection read by the model readers. After listening to the performances, the educators assessed the reading of the two pupils on a check sheet. The study concluded that an informal reading inventory could be utilized by classroom teachers and student teachers to identify children's reading problems. Those teachers having less than 5 years teaching experience indicated the nearest statistical agreement with the reading specialists. Classroom teachers and student teachers indicated a pattern of consistency when evaluating a student's reading performance after a time lapse of 4 weeks.

6833
Hansen, Harlan Stuart. "The Relationship between the Home Literary Environment and Self-Commitment to Independent Reading," Ph.D., The University of Wisconsin, 1967. Supervisor: David C. Davis, Vol. XXVIII, No. 2, 391-A. (Order No. 67-493, Microfilm $3.00; Xerography $6.40, 135 pages.)

Forty-eight children in grade 4 in a suburban public school system representing urban and rural backgrounds and a wide range of socioeconomic levels were the subjects of this investigation of the relationship between the home literary environment and a child's self-commitment to independent reading. On the basis of scores on an attitude scale, the subjects were grouped into high and low self-commitment groups. Each home was visited to gather information on the home literary environment. A record of independent reading, intelligence scores, and reading achievement scores was made for each subject. A multiple regression program was employed to compute the results of the relationships. Factors in the home environment were better predictors of reading attitude than either social class characteristics or measured intelligence. Both the home literary environment and measured intelligence were valid predictors of reading achievement.

6834
Hargis, Charles Hart. "A Study of Heart Rate at Various Reading Levels," Ed.D., Colorado State College, 1967. Vol. XXVIII, No. 8, 3054-A. (Order No. 68-425, Microfilm $3.00; Xerography $4.40, 81 pages.)

The purposes of this study were (1) to determine if there is a significant difference in increase of a subject's heart rate among the independent, instructional, and frustration reading levels, (2) to determine if there is a significant difference in a subject's heart rate increase between boys and girls and between third and fourth graders while reading at these three levels, (3) to determine the relationship between increase in a subject's heart rate and IQ at the three reading levels, and (4) to determine the relationship between increase of heart rate and the percentage of mispronunciations, refusals, hesitations, and self-corrections. An electrocardiogram recorded the heart rate of 50 third and fourth graders. Analysis of variance and the Pearson product-moment correlation coefficient were applied to the data. Results indicated a significant difference in heart rate increase among the three reading levels, no significant differences in heart rate increase among boys and girls and third and fourth graders at the three reading levels, a significant relationship between heart rate increase and mispronunciations, refusals, hesitations, and self-corrections, and an inconsistant correlation between increased heart rate and IQ at the instructional level.

6835
Harris, F. Edward. "Language Concepts and Personality Measurement in the Deaf Using the S-O Rorschach Test," Ed.D., Colorado State College, 1967. Vol. XXVIII, No. 8, 2984-A. (Order No. 68-427, Microfilm $3.00; Xerography $8.20, 178 pages.)

Through use of the Structured-Objective Rorschach Test (SORT), a study was made of the hypotheses (1) that there was a linear relationship between the scores made on a test and the scores made on a test of the language concepts involved in that test and (2) that the variability of scores on the test was a function of the increased availability of language concepts for choice. Subjects were 93 eleventh- and twelfth-grade students who were congenitally deaf or profoundly deaf prior to age 2. Results indicated that there was a tendency for the knowledge of language concepts embodied in specified subscales of the S-O Rorschach Test to affect the attribute scores on the SORT of the female deaf subjects to a greater extent than those of the male subjects.

6836
Harris, Larry Allen. "A Study of the Rate of Acquisition and Retention of Interest-Loaded Words by Low Socioeconomic Kindergarten Children," Ph.D., University of Minnesota, 1967. Adviser: Theodore Clymer, Vol. XXVIII, No. 9, 3556-A. (Order No. 68-1627, Microfilm $3.00; Xerography $9.90, 219 pages.)

An investigation was made of the acquisition and retention of interest loaded words when taught to low socioeconomic kindergarten children through different presentation methods. The ability of these children to learn and retain a short list of words and the patterns of response used by those who successfully learned the words were also assessed. Words were presented by two methods: (1) the visual-auditory method (VA), which consisted of the child seeing, hearing, and saying the word and (2) the visual-visual-auditory method, which consisted of the child seeing a picture representing the word and the word simultaneously, and hearing and saying the word. Teaching and testing cycles were conducted individually and alternated until the subject had correctly identified each of four words on two successive trials or until 15 cycles had been completed. Retention was checked a day later. These major conclusions were reached: (1) Acquisition for subjects learning boy- or girl-words was not significantly different. (2) Acquisition measures for subjects learning by the VA method were higher than those for subjects using the VVA method. (3) Retention of the words originally acquired was independent of sex, word type, ability, and method of presentation. (4) No single superior learning pattern was identified.

6837
Harris, Phillip Lee. "Experimental Comparison of Two Methods of Tutoring: Programed Versus Directed," Ed.D., Indiana University, 1967. Chairman: Dr. Leo Fay, Vol. XXVIII, No. 8, 3072-A. (Order No. 67-16, 405, Microfilm $3.00; Xerography $7.20, 124 pages.)

Study purposes were (1) to determine the effect of tutoring on the teaching of beginning reading, (2) to compare the effectiveness of programed and directed tutoring, and (3) to determine the greater effectiveness of one or two tutoring sessions. Two hundred and four children were tutored for one year by nonprofessionals who were high school graduates. The statistical design of the study was a matched 2x2x2 analysis of variance. It was concluded that (1) tutoring as a supplement to the regular classroom reading program significantly increased achievement, (2) programed tutoring proved more effective than directed tutoring, (3) two-session programed tutoring was the most effective treatment, (4) the use of nonprofessional tutors was both economically and educationally feasible, and (5) both techniques evidenced the positive value of individual attention.

6838
Harte, Sister Mary Laboure, R.S.M. "Anxiety and Defensiveness as Related to Measureable Intelligence and Scholastic Achievement of Selected Institutionalized Children," Ph.D., Fordham University, 1966. Mentor: Regis J. Leonard, Vol. XXVII, No. 9, 2884-A. (Order No. 66-13, 536, Microfilm $3.35; Xerography $11.70, 259 pages.)

The subjects who participated in this study were 184 children, 98 boys and 86 girls, in grades 2 through 8 of an institution school in New York City. They were examined with the Weshsler Intelligence Scale for Children (WISC), the Test Anxiety Scale for Children, the Defensiveness Scale for Children, and the Stanford Achievement Test, Form W, 1964. The Gray Oral Reading Test, 1955 edition, was administered only to those children classified as high anxious and high defensive. Data were evaluated by analysis of variance. Several significant differences are reported in the measured intelligence of boys and girls classified according to level of anxiety and defensiveness. Statistically significant differences are reported among the means of anxious and defensive boys and girls compared on reading achievement--low anxious boys were favored over high anxious boys and low anxious girls were favored over high anxious girls. It was found that high defensive boys were higher than high anxious boys. On the Gray Oral Reading test high anxious girls performed significantly better than high anxious boys. In the comparisons of ethnic groups, where significant differences were found, they favored Caucasian children over Negro and Puerto Rican children.

6839
Hayes, Glenn Warren. "The Relationship of Socio-Economic Status of Pupils to Their Comprehension of Reference Materials Written at Different Levels of Readability," Ed.D., University of Illinois, 1966. (Order No. 68-377, Microfilm $3.00; Xerography $6.00, 122 pages.)

Ninety-six ninth-grade pupils enrolled in vocational agriculture courses in 21 Illinois high schools were classified into socioeconomic classes and randomly placed into control and experimental groups. The pupils read either the original selections from Vocational Agricultural Service Unit 1037, "Caring for the Sow and Litter at Farrowing Time," or a rewritten easier version. A criterion multiple choice test was constructed to measure comprehension of the material. Pupils were also administered Test Six of the Iowa Test of Educational Development. The total scores of pupils in each of the three socioeconomic groups on the criterion test were not significantly different at the .05 level. There was no significant difference between the total scores of those pupils who read the original version and of those who read the rewritten version. On the recall portion of the criterion test, those pupils who read the rewritten material scored higher, but there was no significant difference between socioeconomic groups. On the portion measuring understanding of principles, the middle-working socioeconomic class scored higher. On the application portion, no statistically significant differences were found between socioeconomic groups or between treatment groups.

6840
Helms, Walter Eugene, Sr. "Guidelines for Equipment and Physical Facilities of Reading Clinics," Ed.D., The University of Tennessee, 1967. Major Professor: Howard F. Aldmon, Vol. XXVIII, No. 10, 3934-A. (Order No. 68-3744, Microfilm $3.00; Xerography $9.25, 202 pages.)

The purpose of this study was to project guidelines for physical facilities and equipment for reading clinics. Guidelines considered common elements in planning for physical facilities and equipment, objectives to which clinics were committed, and the means of achieving these objectives. Data were gathered by reading pertinent literature and through interviews and questionnaires. Results identified influence of administrative structures, schedule of operation, age and period of enrollment, use of consultants, size of operation, location of clinic, expansion of facilities, lighting, color decor, and ventilation as elements related to physical facilities and equipment. The following were considered in an analysis of objectives: diagnosis of the reading problems of children, youth, and adults; developmental reading service for college students; corrective or remedial reading instruction for all ages; speed reading for secondary school ages; clinical training and practice for college students; and research facilities.

6841
Henry, Harold Lloyd. "The Effect of Contrasting Reading Programs with Varying Emphasis on the Regularity of Phoneme-Grapheme Correspondences on Third-Grade Spelling Achievement," Ed.D., University of

California, Berkeley, 1967. Vol. XXVIII, No. 11, 4531-A. (Order No. 68-5678, Microfilm $3.00; Xerography $8.40, 181 pages.)

The objectives of this investigation were (1) to measure and compare the effects of contrasting reading programs on spelling achievement, (2) to measure and compare the transfer of learning effect of the programs as they related to spelling, and (3) to determine the relationship between particular background variables and spelling achievement. A spelling test was administered to 288 third graders who had been taught with selected reading materials for 3 years. One group used the Sheldon Basic Reading Series-1957 (no control of grapheme-phoneme correspondence). The other group received instruction with the Sullivan Programmed Reading Series-1963 (high control of grapheme-phoneme correspondence). One-half of each group utilized supplementary materials emphasizing language structure as related to meaning. A four-part criterion test was administered to all subjects. Data were analyzed through the ANOVA-Harvard two-way analysis of covariance computer program. The reading program making provision for a high degree of grapheme-phoneme correspondence produced significantly higher results relative to the three objectives of the investigation. The findings lent support to the view that encoding skill is enhanced by materials that have a high degree of control over grapheme-phoneme correspondence.

6842
Hill, Frank Grant. "A Comparison of the Effectiveness of Words in Color with the Basic Reading Program Used in the Washington Elementary School District," Ed.D., Arizona State University, 1967. Chairman: R. E. Wochner, Vol. XXVII, No. 11, 3619-A. (Order No. 67-3202, Microfilm $3.00; Xerography $6.60, 137 pages.)

The effectiveness of the Words in Color approach on first-grade reading achievement was investigated by comparing its results to those derived from a combination approach based on the Scott, Foresman Basal Reader Series and The Economy Press Company's Phonic System. The regular classroom teachers were in charge of all instruction and testing. The sample consisted of 180 first-grade children attending a randomly selected school of a Phoenix district. The Metropolitan Reading Readiness Test was administered during the second week of school. The Otis Test for Mental Maturity and the Stanford Achievement Test were given in January and during the second semester. No significant difference in reading achievement between the experimental and control groups was found, and neither method may be considered superior from the evidence obtained.

6843
Hinds, Lillian Ruth. "An Evaluation of Words in Color or Morphologico-Algerbraic Approach to Teaching Reading to Functionally Illiterate

Adults," Ph.D., Western Reserve University, 1966. Vol. XXVIII, No. 8, 2973-A. (Order No. 67-4609, Microfilm $3.00; Xerography $10.60, 231 pages.)

The effectiveness of Words in Color or the Morphologico-Algebraic approach to teaching reading was evaluated. Subjects were 60 Cleveland, Ohio, inner city adult illiterates. The results of the t-test of differences in means, modified where necessary by the Cochran and Cox formula, supported the null hypothesis that the reading achievement gain of functionally illiterate adults taught by the Words in Color method would be superior to that of those taught by a traditional method. The study also presents interview information, projective test findings, self-image test results, family social structure, early educational history, and present occupational and home status of and about the subjects.

6844
Hittson, Robert Joseph. "A Comparison of Certain Personality Characteristics of Selected Secondary Students in Special English Classes Who Score High on a Standardized Achievement with Those Who Score Low," Ed.D., North Texas State University, 1967. Vol. XXVIII, No. 9, 3507-A. (Order No. 68-2773, Microfilm $3.00; Xerography $5.40, 108 pages.)

An investigation was made of personality characteristic differences among superior students in special English classes who scored high on a standardized test and superior students in the same classes who scored low. A second dimension of the study was designed to determine whether the same characteristics were evident among students in grades 8, 10, and 12. Comparison results showed that the total group who scored high on the standardized test were significantly higher on factors involving intelligence, excitability, and enthusiasm, than were the total group who scored low. Personality characteristics of both the high and low groups were found to be similar between the various grade levels and among schools.

6845
Hobson, Stanley Preston. "A Value Analysis of Selected Elementary Reading Textbooks," Ph.D., East Texas State University, 1967. Major Adviser: Everett M. Shepherd, Vol. XXVII, No. 12, 4040-A. (Order No. 67-7355, Microfilm $3.00; Xerography $6.00, 122 pages.)

The extent to which Laswell's system of values -- power, respect, wealth, affection, skill, rectitude, and well-being -- is present in third-grade reading textbooks adopted by Texas for 1966-67 was determined. A tabulation procedure for each paragraph was applied, and a Quantity

Index for each book was derived. The values were found in the following order of appearance: rectitude, well-being, skill, power, enlightenment, respect, wealth, and affection. It was concluded that elementary reading texts may continue to be oriented to rectitude and well-being. The research instrument was adequate for the purposes for which it was used. Well defined procedures must be followed in analyzing the content of reading books. The procedures used here may be adapted for use in similar studies. Other conclusions are included.

6846
Holland, Allan Robert. "A Comparative Study of Three First Grade Reading Programs: Initial Teaching Alphabet, Words in Color, and a Traditional Basal Reading Approach," Ed.D., Western Reserve University, 1967. Vol. XXVIII, No. 8, 2896-A. (Order No. 67-15, 546, Microfilm $3.00; Xerography $5.80, 117 pages.)

The effect of the initial teaching alphabet (i/t/a), Gattegno's Words in Color, and a traditional basal reading approach on beginning reading achievement was examined. The five reading sections of the Stanford Achievement Test were used to measure accomplishment. Significant differences among the reading programs were determined by the application of a t-test to group means. Results showed that the words in color program produced significant results in vocabulary and word study skills. Other favorable significant differences appeared when groups were divided according to IQ and sex. It was concluded that at the end of first-grade instruction, the words in color approach was more effective than either the i/t/a or the traditional basal reading approach. Specific recommendations are made for the use of Gattegno's Words in Color program.

6847
Holland, Ruth Esther. "The Effect of a Modified Linguistic Approach of Teaching Spelling upon Reading Achievement," Ed.D., Indiana University, 1967. Chairman: Leo C. Fay, Vol. XXVIII, No. 10, 3889-A. (Order No. 68-4728, Microfilm $3.00; Xerography $7.60, 163 pages.)

The effect of a modified linguistic approach to spelling on the reading achievement of primary children was investigated. Data were obtained from test scores of 32 pairs of second- and third-grade pupils, and were matched according to sex, intelligence, chronological age, and reading achievement level. Results of post-tests indicated no evidence to prove that a modified linguistic approach to word study improved reading comprehension skills or significantly increased spelling achievement or that providing the beginner in spelling and reading with words which follow regular spelling patterns would insure spelling and reading success. Specific recommendations for future studies are made.

6848
Holzinger, Margalith. "Personality and Behavioral Characteristics of Able and Less Able Readers of Elementary School Age," Ph.D., University of Minnesota, 1967. Vol. XXVIII, No. 12, 4909-A. (Order No. 68-7331, Microfilm $3.00; Xerography $7.80, 168 pages.)

Certain behavioral characteristics of 178 good, average, and poor first- and fourth-grade readers were compared. Each subject was measured on personal and social adjustment, peer acceptance or rejection, and school behavior. A two-way analysis of variance was applied to mean scores for each group and grade, both within and between grade. Scheffe's method was used for contrast of cell means. Results indicated significant differences in personality and behavioral characteristics which paralleled differences in reading level between good, poor, and average readers within grades. No significant differences in personality and behavior were found between grades, nor was the gap between the reading groups increased significantly on most of the instruments.

6849
Howington, Estelle Underwood. "The Relation of Student Withdrawal from High School to Reading and Other Selected Factors," Ed.D., University of Georgia, 1966. Major Professor: Ira E. Aaron, Vol. XXVII, No. 10, 3225-A. (Order No. 67-3556, Microfilm $3.00; Xerography $9.45, 208 pages.)

An investigation was made of the relation of pupil withdrawal to reading, intelligence, age, school progress, and home background. Subjects were eleventh-grade students in DeKalb County, Georgia during school years 1963-65. Tests and a questionnaire were used to compile data. Conclusions were (1) that students who stayed in school had higher scores on reading tests, higher IQ's and were younger for the grade placement than were the dropouts; (2) that dropouts and stayins were found to differ significantly in expressed difficulty of reading material, reported possession and use of library cards, and in feelings about reading achievement. There were no significant differences in expressions of interest in reading, in preference for books, magazines, or newspapers, in the stated number of books owned, in the number of books read "for fun" in a month, or about reading improvement. Significant differences were found in grade point averages, courses failed, retentions made, and in occupations of the heads of the households. The stayins had more parents whose occupations fit into administrative categories. No differences were found in the nearness of homes to libraries, marital status of parents, number of children in the family, or ordinal position in the family.

6850
Hubrig, Billie Oween. "A Feasibility Study of the Auto-Instructional Approach in Teaching Letter-Sound Association to Kindergarten Children," Ph.D., University of Pittsburgh, 1967. Vol. XXVIII, No. 11, 4377-A. (Order No. 68-7513, Microfilm $3.25; Xerography $11.25, 249 pages.)

The autoinstructional approach was used to design a program of sequential behaviors in letter-sound association for kindergarten children. The objectives were visual recognition of a specified consonant presented within a visual or sound context. The subject had to discover for himself the relationship of the letter-sound association. A 10-unit program was presented on a machine with synchronized auditory and visual messages. Subjects indicated responses in one of five response windows. The final group of subjects consisted of 10 controls and 10 experimentals. Findings showed no relationship between time per unit and ability to complete the program successfully. Letter naming was not indicated as a prerequisite for letter-sound association. No patterns of missed or confused letter-sound association emerged. It was concluded that a curriculum in letter-sound association could be developed for use with kindergarten children, that an automated teaching device could furnish a means for measuring behavioral changes in letter-sound association, and that letter-sound confusions could provide a ratio of difficulty index usable for program improvement.

6851
Huff, Stuart Malcolm. "The Study of Literature as a Structuring Process," Ph.D., The University of Michigan, 1967. Vol. XXVIII, No. 7, 2601-A. (Order No. 67-17, 780, Microfilm $3.00; Xerography $6.40, 133 pages.)

A study was conducted to determine how an understanding of the structure of literature can be developed in students, how knowledge of the concept formation processes can be helpful to teachers in planning, and how the structure of the study of literature can be conceived by teachers and curriculum planners. The procedure involved reviewing and expanding the definitions of structure and concept. The concept formation and concept attainment processes as described by Jerome S. Bruner were reviewed for the purpose of setting up models for teaching and learning strategies. The models were used as the basis of the major demonstrations of the theory: teaching the concepts of metaphor, extended metaphor, symbol, and point of view. Each demonstration treated a literary concept as a strategic concept, presented the processes of formation and acquisition, and selected suitable materials. It was concluded that a restructuring of the literature curriculum to emphasize key concepts arranged according to concept learning patterns was feasible and desirable. Subjects were made more comprehensible when presented as a structure, and relations to other structures and the total structure were made apparent.

6852
Ingram, Charles Owen. "How University Freshmen Read: A Study of the Dynamics of the Reading Process," Ph.D., University of Arizona, 1967. Director: Ruth M. Strang, Vol. XXVIII, No. 4, 1210-A. (Order No. 67-12, 191, Microfilm $3.00; Xerography $9.00, 200 pages.)

Five hundred randomly chosen university freshmen were asked to read different types of literature and answer comprehensive questions on what they read. They were asked to describe the reading process they had used to read each type of literature. The study revealed that most students could describe their reading process and that superior readers had a better understanding of their reading process than less able readers. Certain reading processes were associated with certain levels of intelligence, reading ability, and with certain patterns of comprehension. The mean reading ability percentiles and the mean IQ's gradually increased with the adequacy of the students' understanding of their reading process. The high-level readers considered the reading process developmental and linked it with personal growth. These better readers understood the idea of flexibility in reading rate and took greater active part in improving their rate, critical skills, and vocabulary. There was some indication that the better readers tended to use the visual mode more readily than the auditory.

6853
Irving, June Vollrath. "A Multi-Sensory Approach to Facilitating Reading Readiness in Kindergarten (Research Study No. 1)," Ed.D., Ball State University, 1965. Vol. XXVII, No. 7, 2085-A. (Order No. 66-8591, Microfilm $3.00; Xerography $4.00, 75 pages.)

The extent to which kindergarten children taught by selected oral-aural-visual procedures would exhibit growth in reading readiness to a greater extent than children taught by conventional classroom procedures was determined. One hundred children from two schools described as socioeconomic extremes served as subjects. A readiness and an intelligence test were administered at the beginning of kindergarten. The experimentor worked with the children in small groups. Pictures, stories, objects, and tape recorders were used by the experimental group. The readiness test was readministered at the end of kindergarten. Analysis of covariance and t tests were used to analyze the data. It was concluded that children of lower socioeconomic backgrounds benefitted from intensified structured activities involving oral language. The multisensory approach is probably enrichment for children of more advantaged backgrounds with average or above average intelligence. Both experimental groups made equal gains in readiness. Supplementary activities designed to enhance language facility for lower socioeconomic groups are necessary and effective. Recommendations are included.

6854
Ivanic, Rudolph. "Effect of a Year of Pre-Reading Curriculum on Later Achievement and School Progress for Selected Children," Ph.D., University of Pittsburgh, 1966. Vol. XXVII, No. 12, 4166-A. (Order No. 67-7148, Microfilm $3.00; Xerography $4.80, 95 pages.)

The effect of readiness instruction before first-grade entrance on later achievement was studied. Subjects were from a culturally deprived neighborhood and had mental ages between 5-0 and 5-11. The experimental group received readiness instruction prior to entrance into first grade, while the control group went from kindergarten into first grade. Both groups consisted of Negro children. After 4 years of school attendance beyond kindergarten, achievement tests were administered. Chi square and t tests were used to analyze the data. No significant differences were found between groups on Metropolitan Achievement Test performance. In classroom achievement, significant differences were found in favor of the experimental group in language and reading. Selected children who were enrolled into a 1 year pre-reading program overtook children who had geen enrolled directly into first grade in both age-grade status and achievement levels within a period of 4 years of school attendance beyond kindergarten.

6855
Jackson, William Dayton. "Effects of Lighting Condition and Mode of Presentation on the Speechreading Accuracy of Deaf Children," Ed.D., Indiana University, 1967. Chairman: Beryl B. Blain, Vol. XXVIII, No. 10, 3891-A. (Order No. 68-4732, Microfilm $3.00; Xerography $4.80, 91 pages.)

Four versions of a speechreading task comprised of words, short statements, and questions were administered to 20 deaf children with varying levels of experience. Four treatments were provided from the combinations of two types of lighting conditions, normal room lighting and normal room lighting with a special light source placed low and directly in front of the speaker, and two modes of presentation, a face-to-face situation and a television presentation. Individual subject errors were compiled at six levels for each of the four treatments. Findings showed that illumination from a low, direct light source generally enhanced speechreading. No significant difference was found between modes of presentation, but a slight difference favored the face-to-face presentation. Generally, students with more experience performed more accurately than students with less experience regardless of presentation mode or lighting condition.

6856
Jacobson, Lenore Francis. "Explorations of Variations in Educational Achievement among Mexican Children, Grades One to Six," Ed.D., Univer-

sity of California, 1966. Vol. XXVII, No. 8, 2279-A. (Order No. 66-15, 306, Microfilm $3.00; Xerography $3.80, 66 pages.)

Seventy-four Mexican children enrolled in a single elementary school were divided into high, middle, and low achieving groups on the basis of reading performance. Their relative American or Mexican appearance was determined by perceptions of their photographs by a group of teachers from their school and by a group of teachers from other schools, through a Q-sort procedure. The children's perception of American or Mexican appearance of themselves and others, as well as their identification with and aspirations for members of their own cultural background was measured. An analysis of data indicated the following. (1) The higher achieving Mexican child made judgements on appearance that agreed significantly with those made by the teachers. (2) The higher achieving Mexican child was perceived by teachers who knew him as looking more American, especially if his IQ were known. (3) The youngest high achieving children were significantly more Mexican-looking to the teachers. (4) There was high agreement among teachers in the perception of appearance. (5) No relationship was found between culture-member aspiration and achievement.

6857
Jerrolds, Bobby Wallace. "The Effects of Advance Organizers in Reading for the Retention of Specific Facts," Ph.D., The University of Wisconsin, 1967. Supervisor: T. L. Harris, Vol. XXVIII, No. 11, 4532-A. (Order No. 67-16, 963, Microfilm $3.00; Xerography $5.40, 109 pages.)

The investigation dealt with the relative effects upon delayed retention of specific facts of Advance Organizers (AO) as described by Ausubel and of Modified Advance Organizers (MAO) formulated around main idea concepts. Subjects were 84 ninth graders randomly assigned to one of seven treatment groups. Comparisons were made among the seven groups. No significant difference in retention was indicated between AO and MAO. No significant difference was revealed between the effects of instruction and noninstruction. Above-average IQ subjects using MAO with prior instruction did significantly better than above-average IQ subjects using MAO without prior instruction. None of the groups using advance organizers differed significantly from the control group which had no advance organizers.

6858
Johnson, Joseph Carlton, II. "A Study and Analysis of the Relationships at the Intermediate Grade Levels between Attitude as Reflected in Certain Thematic Content and Recalled Comprehension of that Content," Ed.D., University of Virginia, 1966. Vol. XXVII, No. 10, 3368-A. (Order No. 67-3781, Microfilm $3.00; Xerography $8.00, 171 pages.)

The reader in grades 4 to 6 was examined with regard to the manner in which his attitudes toward certain thematic content were related to his comprehension of reading selections. Three themes were used. The antropomorphic theme dealt with success stories of animals who possessed virtuous human characteristics. The second theme was based on the victorious underdog, and the third, on the character who possessed definite culturally-alien attributes. Three stories typical to each theme were selected at each grade level. An attitude inventory and a comprehension test were constructed for each story. Subject selection was based on a range of abilities in reading, attitudes, intelligence, and sex. It was concluded that significant differences in total recall comprehension could not be attributed to differences in attitudes; that differences in literal comprehension response to reading materials of a culturally alien theme could be attributed to differences in culturally-alien attitude; and that the differences in recalled interpretative response could be attributed to differences in underdog attitudes.

6859
Johnson, Loren Wesley. "The Effect of Grouping by Sex and Reading Method on Reading Achievement," Ed.D., Stanford University, 1966. Vol. XXVII, No. 10, 3313-A. (Order No. 67-4307, Microfilm $3.00; Xerography $4.80, 92 pages.)

The amount of reinforcement given boys during reading instruction was increased through social approval and feedback in order to increase achievement. The study provided for varied contingent teacher reinforcement by grouping boys alone and boys with girls and it provided for variations in amount of feedback reinforcement through instruction in programed reading and a phonetically-oriented reading program. Results showed, at the low IQ level, boys mixed with girls for instruction achieved higher than boys alone. At the middle and high IQ levels, the opposite was true.

6860
Johnson, Rodney Howard. "Relationships between Socioeconomic Status, Sex, and Reading Achievement in Basal and Individualized Primary Reading Programs," Ph.D., The University of Wisconsin, 1967. Supervisor: Thomas Barrett, Vol. XXVIII, No. 11, 4378-A. (Order No. 68-1089, Microfilm $3.00; Xerography $7.00, 146 pages.)

The concept that certain kinds of children profit more from basal reading programs and that others profit more from individualized reading programs was studied. Independent variables were either the basal reading program or the individualized reading program, sex of the learner, and socioeconomic status of the learner. Dependent variables were reading achievement scores of the Metropolitan Achievement Series Tests of Word

Knowledge, Word Discrimination, and Reading. Three hundred forty-three subjects (grades 1-3) in 14 basal and 14 individualized reading classrooms were examined. During the first year, subjects in individualized reading programs scored significantly higher on the Word Knowledge and Reading Test than did those in basal reading programs. However, no significant differences related to differences in treatment were found on any of the other criterion measures in grades 2 and 3. Girls and children of higher levels of socioeconomic status did better in primary reading programs. Basal and individualized reading programs and the learner characteristics, sex, and socioeconomic status were not differentially related to reading achievement in the primary grades.

6861
Johnson, Roger Erling. "A Study of the Validity of the Clymer-Barrett Prereading Battery," Ph.D., University of Minnesota, 1967. Adviser: James Curtin, Vol. XXVIII, No. 10, 3892-A. (Order No. 68-1592, Microfilm $3.00; Xerography $7.40, 157 pages.)

The predictability of the Clymer-Barrett Prereading Battery (CB) and its subtests was compared with the Metropolitan Readiness Tests (MR), and a check for sex and/or age bias was run. The Gates-MacGinitie Reading Tests (GM) were used to measure achievement. Subjects were 816 first-grade children. Data analysis indicated (1) a .01 level of significance for all but three of the intercorrelations among the CB subtests, (2) two intercorrelations in excess of .70, (3) higher coefficients between the total CB battery and its subtests than correlations betweeen the MR test and its subtests, (4) failure to measure the same traits among tests assumed to do so, (5) higher correlations between the CB battery and its recognition of letters subtest and the GM vocabulary and comprehension tests than between the MR battery and the GM subtests, (6) almost equal GM test success predictability for the combination of the CB recognition of letters and discrimination of beginning sounds subtests and for the entire CB battery, (7) little relationship between the variability in the GM vocabulary and comprehension tests and that in the readiness measures, (8) absence of sex bias in the CB battery, and (9) significantly higher scores on the CB battery for older children.

6862
Jones, John Link. "Effects of Spelling Instruction in Eighth-Grade Biological Science upon Scientific Spelling, Vocabulary, and Reading Comprehension; General Spelling, Vocabulary, and Reading Comprehension; Science Progress; and Science Achievement," Ed.D., University of Maryland, 1966. Supervisor: J. David Lockard, Vol. XXVII, No. 11, 3621-A. (Order No. 67-6121, Microfilm $3.00; Xerography $6.60, 136 pages.)

Spelling instruction in science words was given to three above-average sections and three average sections of eighth-grade biological science students. A combination of the study-test, corrected-test, and written repetition methods of spelling instruction was used for one 47-minute period per week for 30 weeks. Two above-average sections and three average sections made up the control groups. For the above-average control and experimental groups, differences were significant at the .01 level for the Science Spelling, Science Vocabulary, California Spelling, and Science Achievement Tests, but differences were not significant for the Science Reading Comprehension, California Vocabulary, California Reading Comprehension, and Science STEP Tests. For the average control and experimental groups, significant differences at the .01 level were found only for the Science Spelling Test. Testing at the end of grade 9 indicated differences for the above-average group which were significant at the .01 level on the Science Spelling and Achievement Tests, but not on the Science Vocabulary and California Spelling Tests. Concurrent results on the Science Spelling Test showed no significant carry-over of the effects of spelling instruction for the average groups.

6863
Jones, Margaret Jane. "A Comparison of Four Instructional Methods in Teaching Word Recognition to Culturally Disadvantaged Learners," Ed.D., The Pennsylvania State University, 1966. Vol. XXVII, No. 11, 3758-A. (Order No. 67-5928, Microfilm $3.00; Xerography $4.20, 80 pages.)

The auditory, visual, and kinesthetic methods of teaching word recognition and a combination of the three methods were used respectively on four consecutive days to teach 10 new words during a 15-minute period each day. Subjects were 84 culturally disadvantaged Negro children grouped in nursery school, kindergarten, and first-grade classes. Delayed recall tests of the 10 words presented under each method were administered 24 hours after each learning session. Analysis of variance revealed that method was in no way a significant factor in the teaching of word recognition. There was no significant relationship between presentation order of method and learning of new words, between grade level and method, nor between intelligence and method. Both intelligence and increased chronological age resulted in greater abilities in word recognition. A significant relationship between sex and intelligence favored males.

6864
Jordan, Twilla Lurline Avard. "Teacher Evaluation of Reading Under-Achievement of Intermediate Grade Students as Compared to Evaluation of Reading Underachievement by Discriminate Testing Procedures," Ed.D., Oklahoma State University, 1965. Adviser: Bernard R. Belden,

Vol. XXVII, No. 1, 140-A. (Order No. 66-4028, Microfilm $3.00; Xerography $4.20, 78 pages.)

Teacher evaluation of reading achievement was compared with the results of a rating instrument derived from the test scores of the Wechsler Intelligence Scale for Children and the California Achievement Test. A population of 225 fourth-grade students was classified according to intelligence level and sex. The disagreement between teacher and test evaluations was significantly greater for the below average category than for the above average category. Moreover, teachers classified significantly more pupils as underachievers who were classified as achievers by the test data than they classified achievers who were underachievers according to test data.

6865
Kaufman, Maurice. "The Effect of Instruction in Reading Spanish on Reading Ability in English of Spanish-Speaking Retarded Readers," Ph.D., New York University, 1967. Vol. XXVIII, No. 4, 1299-A. (Order No. 67-11, 108, Microfilm $4.15; Xerography $14.65, 321 pages.)

One hundred thirty-nine Spanish-speaking seventh-grade students retarded in English reading ability were assigned randomly to experimental and control groups. The experimental group was instructed in standard Spanish with an emphasis on specific reading skills in Spanish. There was evidence of positive transfer of learning from instruction in reading Spanish to reading ability in English with no interference. There was no conclusive evidence that intelligence is more effectively utilized when reading instruction is based on the subject's total linguistic background. Nor was there conclusive evidence that the amount of transfer is directly related either to intelligence or to the amount of Spanish used in the home.

6866
Keating, Barbara Jean. "A Study of the Effect of a Reading Improvement Program on Achievement in Reading and Arithmetic in Grades Four, Five, and Six," Ed.D., University of Kansas, 1967. Vol. XXVIII, No. 11, 4379-A. (Order No. 68-6953, Microfilm $3.00; Xerography $5.40, 107 pages.)

The effectiveness of the remedial reading program in a selected school district was studied. The pretest and post-test scores of the Iowa Tests of Basic Skills were analyzed. The experimental group (801 subjects) received reading instruction 1 hour per day from the remedial reading teacher. The control group (331 subjects) received the reading curriculum planned by the regular classroom teacher. There were no significant differences between the experimental group and the control group at the end of one semester of treatment. Better trained reading teachers, the employment of reading specialists, and better designed testing instruments specifically designed to measure reading capacity were recommended.

6867
Kelley, Marjorie Lorraine. "The Effects of Teaching Reading to Kindergarten Children," Ed.D., University of California, Berkeley, 1966. Vol. XXVII, No. 3, 703-A. (Order No. 66-8247, Microfilm $3.00; Xerography $5.80, 118 pages.)

The reading achievement and attitudinal attainments of children at the end of the second year who received reading instruction or reading readiness instruction in kindergarten were studied. The variables studied included sex, intelligence, reading achievement, and attitudes. Within two schools in California, students were selected randomly for inclusion within the experimental and control groups. The experimental group received one semester of systematic reading instruction, while the control group received readiness instruction. Two standardized reading tests and three attitude tests were administered at the end of first grade. Analysis of variance and t tests were used to analyze the data. The reading group scored significantly higher on all achievement tests. The Children's Attitude Toward School Scale indicated that the reading group scored significantly higher than the readiness group. It was concluded that both high intelligence girls and boys in the reading group achieved significantly higher reading achievement scores than similar children in the readiness group. Low intelligence boys in the reading group did not achieve significantly more than low intelligence boys in the readiness group. The results indicate that reading instruction is appropriate for some groups in kindergarten.

6868
Kellogg, Ralph Edward. "A Study of the Effect of a First-Grade Listening Instructional Program upon Achievement in Listening and Reading," Ed.D., University of California, Los Angeles, 1967. Chairman: John I. Goodlad, Vol. XXVIII, No. 2, 395-A. (Order No. 67-9889, Microfilm $3.00; Xerography $9.45, 208 pages.)

Based upon a conceptual model, an experimental literature listening program was developed and field tested in 33 first-grade classrooms with 822 students. Two similar two-treatment post-test research studies were conducted concurrently and involved listening treatment differentiation in two different language arts methodologies -- the traditional method and the experience approach. A structured and an unstructured literature listening program were tested within each language arts methodology. The structured listening program was the experimental program, and the unstructured program was the control. Several tests of listening and reading achievement were administered. Student data were analyzed using analysis of covariance procedures. All significant differences in achievement in all treatment groups were in favor of the structured literature listening program. In addition, boys made significantly greater gains in word study skills in the experience approach comparison.

6869
Kelly, Harold Dean. "Effects of an In-Service Education Program Utilizing Simulated Classroom Procedures on Classroom Teachers' Awareness of Pupils' Instructional Reading Levels in the Classroom," Ed.D., Case Western Reserve University, 1967. Vol. XXVIII, No. 10, 4026-A. (Order No. 68-3315, Microfilm $3.95; Xerography $13.95, 307 pages.)

The purposes of this study were (1) to determine the effect of an inservice program emphasizing the development and understanding of the informal reading inventory on the classroom teacher's awareness of pupils' instructional reading levels, (2) to determine the importance of presenting such a program before basal readers were assigned, (3) to determine differences between primary and intermediate teachers in awareness of pupils' instructional reading levels, and (4) to determine the relationship between a teacher's competence in identifying instructional reading levels in a simulation experience and in the classroom. A three-group post-test only control research design was used. Variance analysis of data indicated (1) that the informal reading inventory was useful in determining pupils' instructional reading levels if the inservice activity was scheduled before reading materials were selected, (2) that teachers who participated in the program before they needed the skills developed therein were more aware of pupils' instructional reading levels than those who participated after basal readers were assigned, (3) that primary teachers were more aware of pupils' reading levels than intermediate teachers in the simulation experience, but there was no significant difference in the classroom, and (4) that the degree of a teacher's identification competence in the simulation experience was not significant in her classroom identification competence.

6870
Ketcham, Clay Adams. "Factors in the Home Background and Reader Self Concept which Relate to Reading Achievement," Ed.D., Lehigh University, 1966. Vol. XXVIII, No. 2, 499-A. (Order No. 67-4871, Microfilm $3.00; Xerography $5.20, 105 pages.)

After a pilot study was conducted, the final form of a questionnaire consisting of 39 questions on home background and 40 on Reader Self-Concept was administered to 615 students in grade 10. The final sample consisted of 582 students, 303 boys and 279 girls, whose records were complete. Of the selected home background factors, 26 were significantly related to the reading achievement of the subjects. Of the 40 selected Reader Self-Concept factors, 27 were significantly related to reading achievement. It was found that parents of good readers use the library, read books, bought quality magazines and newspapers, bought books, enjoyed classical music, went on trips to historical places and museums, were engaged in professional, managerial, or technical work, were satisfied with the amount of reading their children did, used television sparingly, but did not restrict the viewing of their children, and expected good grades from their children. Students with high reading achievement wanted, expected, and received good grades, planned for post high school education, expected to find their careers among the professions, technical jobs, or in managerial positions, were satisfied with their family encouragement for school work, discussed news and philosophical ideas with their parents, traveled with parents, valued college enough that they would borrow money to attend, and were not interested in getting married in the next year.

6871
Kimmey, Frances Parnell. "An Investigation of the Effects of Two Instructional Methods in First-Grade Reading on Reading Performance in Second Grade," Ph.D., The University of Wisconsin, 1966. Supervisor: James B. MacDonald, Vol. XXVIII, No. 2, 540-A. (Order No. 66-13, 422, Microfilm $3.00; Xerography $4.00, 82 pages.)

An investigation was made to determine significant differences in reading skill retention, reading achievement, amount of library reading, and attitude toward reading between children in the first half of the second grade who had received first-grade instruction in a one-to-one relationship and children who had been instructed in ability groups. Differences in the effectiveness of the instructional relationships resulting from sex or intelligence were also sought. Subjects were 67 students who had received training on a one-to-one basis and 68 students who had received training in a traditional three-group organization. The one-to-one relationship was not continued with either second-grade group. Results of data collected from six standardized tests showed no significant differences between groups in reading skills or attitudes toward reading except in the retention of word study skills and the amount of library reading done. Students with the one-to-one relationship training excelled in these areas. No significant influence of sex or intelligence was established.

6872
Kirby, Clara Lou Laughlin. "A Comparison of Scores Obtained on Standardized Oral and Silent Reading Tests and a Cloze Test," Ed.D., Ball State University, 1967. Adviser: Donovan Lumpkin, Vol. XXVIII, No. 5, 4512-A. (Order No. 68-3243, Microfilm $3.00; Xerography $6.00, 125 pages.)

The purpose of this study was to determine any relationship between the reading levels of elementary school children as indicated by their scores on a cloze test and scores on selected oral and silent standardized reading tests. Related hypotheses were tested to determine if the relationship would be similar for subgroups of the sample. These subgroups were composed of boys, girls, outstanding readers, able readers, less able readers, high ability students, low ability students, and pupils from each grade from 1 through 6. Ninety-four boys and 80 girls constituted the sample investigated. The mean IQ for the group was 101.7. Instruments employed in the study were the Gates Reading Tests (Primary, Advanced Primary, and Survey), The Gilmore Oral Reading Test, The Gray Oral Reading Test, and a cloze test. Data were analyzed by simple analysis of variance, F-ratios, t-test, and inspection. Interpretations of the findings led to the following major conclusions: (1) The tests used did not equivalently appraise reading attainment of the subjects studied. (2) Generally, the four instruments yielded comparable reading levels in the intermediate grades and for superior students. (3) The cloze test yielded scores nearly comparable to the Gilmore Oral Reading Test. (4) The use by classroom teachers of a cloze test for determining instructional reading levels of children proved a promising technique.

6873
Kline, Loren E., Jr. "Textbook Readability and Other Factors Which Could Influence the Success of the Eighth-Grade, Earth Science Course in the Texas Public Schools," Ph.D., East Texas State University, 1966. Adviser: Grady G. Tice, Vol. XXVII, No. 8, 2283-A. (Order No. 67-1529, Microfilm $3.60; Xerography $12.60, 277 pages.)

A study was conducted to determine the reading difficulty of the textbooks adopted for use in the eighth grade science classes of the public schools of Texas and to determine how well the schools were equipped to present a course in earth science based upon the textbooks adopted in 1964. The reading difficulty of the textbooks was estimated by means of the Dale-Chall readability formula. It was found that, of the three earth sciences and two general science textbooks adopted, one general science text had a measured readability level of seventh-eighth grade, two other texts were at ninth-tenth grade level, and two were at eleventh-twelfth grade level. Of 491 teachers who responded to a questionnaire, only 4.5 percent met the minimum standards of academic preparation suggested by the Earth Science Curriculum Project. On the average, the schools studied had less than half of the equipment required for teaching earth science with these textbooks. A list of recommendations is included.

6874
Knight, David W. "The Reading Performance of Students with Ninth-Grade Reading Achievement on Occupational Information Materials Written with Various Levels of Readability," Ph.D., The Florida State University,

1966. Vol. XXVII, No. 8, 2425-A. (Order No. 67-297, Microfilm $3.00; Xerography $4.00, 71 pages.)

Occupational information briefs were selected from the SRA Occupational Information Kit at the 9th, 12th, and 15th grade levels as determined by the Flesch Readability Formula. A 50-item cloze test was made over each 300-word passage representing the three levels of readability. The subjects were 150 students whose scores on the reading section of the Florida State-Wide Ninth-Grade Testing Program were within one-half standard deviation of the mean for the norm group of this test. Only when a subject wrote in the blank the exact word deleted from the passage was his response counted as correct. The performance of the subjects on the cloze test ranked the reading passages in the same order of readability as did the Flesch formula. The rate of comprehension of these passages decreased as the readability became more difficult. Analysis of variance with repeated measures and a multiple analysis t-test indicated a significant difference in performance at the .05 level on levels 9 and 15 and on levels 12 and 15. No significant differences were found on levels 9 or 12.

6875
Kohler, Emmett Theodore. "An Investigation of Cloze Scores in Terms of Selected Cognitive Variables," Ed.D., The Florida State University, 1966. Vol. XXVII, No. 1, 114-A. (Order No. 66-5454, Microfilm $3.00; Xerography $5.20, 105 pages.)

The relationships between cloze test scores and scores obtained on selected, factor-pure cognitive ability tests were investigated. The subjects were 257 tenth-grade students from one Florida public high school. Cloze tests of 250 words were constructed in four subject matter areas: (1) biology, (2) chemistry, (3) American government, and (4) world history. The factor-pure tests were derived from the Manual for Kit of Reference Tests for Cognitive Factors, from the Florida State-Wide Ninth-Grade Testing Program, and from the Metropolitan Achievment Tests. The analyses of the cloze tests in terms of the factor-pure tests did provide information as to the abilities required for the successful completion of the cloze tests. The most important of these abilities were wide range vocabulary, logical reasoning, inference, addition, and hidden patterns.

6876
LaConte, Ronald T. "The Relationship between Book Selection Practices and Certain Controversial Elements of Literature in Bergen County, New Jersey Public Senior High School English Departments," Ed.D., Rutgers, The State University, 1967. Vol. XXVIII, No. 4, 1342-A. (Order No. 67-12, 022, Microfilm $3.00; Xerography $9.25, 202 pages.)

A questionnaire which included a list of 25 controversial and 25 noncontroversial books was sent to some English department chairmen of Bergen County, New Jersey, public high schools. The chairmen indicated whether or not each book was suitable for inclass study by twelfth graders. If a book was unsuitable, they explained their reasons for considering it unsuitable. The questionnaires were followed by personal interviews with each respondent. The interviews and the questionnaires confirmed the hypothesis that there is a relationship between controversial elements of literature and book selection practices. Some results of the data showed that the respondents (1) judged more controversial books than noncontroversial books unsuitable for classroom use, (2) were more likely to reject a book containing sexual descriptions or four-letter sex words than a book containing other controversial elements, and (3) who were male rejected fewer controversial books than those who were female. The chairmen from small schools rejected more controversial books than those from large schools and believed the problem of public objection to books was minor.

6877
Laffey, James Lawrence. "The Effect of Different Modes of Presentation of Reading Materials on Vocalism in Silent Reading," Ph.D., University of Pittsburgh, 1967. Vol. XXVIII, No. 8, 2900-A. (Order No. 68-1980, Microfilm $3.00; Xerography $5.40, 108 pages.)

The effect of different modes of presenting reading material (mechanical, nonmechanical, and nonreading) on the incidence of vocalism during the silent reading of intermediate grade students of different reading levels was examined. The incidence of vocalism in both the silent and oral reading of 54 reading achievers and 54 reading retardates was recorded. Data were analyzed by the t-test and analysis of variance. Results indicated that vocalism as a form of behavior related to reading was characteristic of both reading achievers and reading retardates. Evidence did not suggest a significant difference between the amount of vocalism exhibited by achievers and retardates during silent reading. There was a significantly higher incidence of vocalism during the mechanical presentation of reading material than during the nonmechanical presentation.

6878
Lam, Charlotte Dawson. "Pupil Preference for Four Art Styles Used in Primary Reading Textbooks," Ph.D., The University of Oklahoma, 1967. Major Professor: Mary Clare Petty, Vol. XXVIII, No. 4, 1211-A. (Order No. 67-12, 003, Microfilm $3.00; Xerography $5.20, 102 pages.)

Four art styles of illustration--realistic, muted realistic, semi-abstract, and cartoon--were presented in primary reading textbooks to

90 second-grade students who were selected so that the variables of sex, intelligence, and socioeconomic status were controlled. The students overwhelmingly chose the realistic art style. Socioeconomic status and intelligence level may affect pupil preference for art style as pupils from the lower socioeconomic group showed a greater preference for the cartoon art style than those of either the upper or the middle groups. The pupils from the higher and lower intelligence groups tended to favor the same art style; all three groups tended to reject semi-abstract art style. The average intelligence group rejected it more consistantly than the other two groups.

6879
Lamana, Peter Anthony. "A Study of the Development of Certain Language Skills of Third-Grade Children Who Experienced Different Approaches to Reading Instruction in the Primary Grades," Ed.D., Lehigh University, 1967. Vol. XXVIII, No. 5, 1733-A. (Order No. 67-14, 943, Microfilm $3.00; Xerography $7.00, 148 pages.)

The development of certain language skills of four groups of third-grade children experiencing different approaches to reading instruction in the primary grades was studied. The following approaches were used: group I-Initial Teaching Alphabet, group II-basal readers supplemented with a list of phonograms, group III-basal readers only, and group IV-basal reader supplemented with phonics. The investigation was structured to determine difference among the four groups in (1) word recognition, (2) word meaning, (3) reading comprehension, (4) the number of running words used in written composition, (5) the number of words used in written composition, (6) the number of different pollysyllabic words used in written composition, and (7) the number of different spelling errors in written composition. Only the differences in the number of running words, different words, and pollysyllabic words (all favoring group I) were both statistically significant and large enough to be of practical importance. Differences in reading skills were significant in favor of group III, but not large enough to be of practical value. It seemed that incorporating a unified language arts program was more important than the approach used in teaching reading in the primary grades.

6880
Lampard, Dorothy Mary. "An Examination of the Construction and Reconstruction of Meaning as Seen in the Written Responses Made to Questions about What Has Been Read by Students in the High Schools of Alberta," Ed.D., University of Oregon, 1966. Adviser: J. Francis Rummel, Vol. XXVII, No. 11, 3777-A. (Order No. 66-12, 968, Microfilm $7.40; Xerography $16.65, 368 pages.)

The relationship between reading and certain writing abilities was explored in the case of 447 high school students. Measurement devices included two general reading tests (one objective and one written), a test of written definitions, two verbal problems involving convergent and divergent thinking, a summary, and an outline. Findings indicated that on tests of general reading ability there were positive relationships between age, sex, intelligence, general achievement, and grade levels and the abilities to write definitions, summaries, and outlines and to solve verbal problems. The ability to write an outline differed between achievement levels within each grade, but there was no improvement in this ability from grade to grade. The overall performance in verbal problem solving was mediocre. The systematic qualitative examination of functional reading skills revealed various and serious deficiencies in the abilities of high school students to translate into writing what was read. Implications of this study for curriculum and instruction in reading and writing at the high school level are given.

6881
Landry, Donald Lyle. "The Effect of Organizational Aids on Reading Comprehension," Ph.D., The University of Connecticut, 1966. Vol. XXVII, No. 10, 3228-A. (Order No. 67-3898, Microfilm $3.00; Xerography $8.00, 174 pages.)

The study determined the extent to which organizational aids affect reading comprehension and retention. Sample groups used one of four form selections: (1) Form A, containing no organizational aids; (2) Form B, identical to A, with the addition of an introductory section containing questions of problems relating to the content of the selection; (3) Form C, identical to B, with the addition of a summary statement added to the end of the selection; or (4) Form D, identical to C, with the addition of center heads and side heads at appropriate points in the selection. Students read the selections and took an immediate retention test. Seven days later, they took another retention test. Conclusions showed that the organizational aids incorporated into the study had no significant effect on the reading comprehension and immediate recall, on the delayed recall, or on the immediate or delayed recall of major concepts or details.

6882
Lara, Emilia Viral. "An Analysis of Reading-Related Tests and Remedial Reading Materials: An Attempt at Bridging the Gap between Diagnosis and Remediation," Ph.D., University of Kansas, 1967. Vol. XXVIII, No. 7, 2445-A. (Order No. 68-559, Microfilm $3.00; Xerography $8.00, 175 pages.)

The study undertook to determine which reading skills are related to reading achievement, to analyze tests and recommend those which measure these skills, to analyze materials to determine what skills are required in using them and which skills they attempt to develop, and to match materials which develop certain skills with tests that measure the same skills. Many tests and materials were analyzed. The investigator concluded that tests and materials involve such a complex array of abilities that it is difficult to narrow the diagnosis of a reading disability to a specific skill. Recommendations concerning means by which more specific tests and materials may be devised are included.

6883
Lashinger, Donald R. "Effect of First Grade Instruction Using Basal Readers, Modified Linguistic Materials and Linguistic Readers," Ed.D., Syracuse University, 1966. Vol. XXVIII, No. 12, 4166-A. (Order No. 67-7114, Microfilm $3.00; Xerography $9.70, 214 pages.)

The effects of a basal reader program, a modified linguistic approach, and a linguistic reader program on the reading achievement of first graders were studied. Twenty-one classrooms, randomly assigned to one of the three treatments, in three central New York school districts participated in the study. Pretesting included tests of readiness, pattern copying, and intelligence. The experiment lasted 140 days. The materials used for the treatment groups were the Ginn Basic Reading Series, the Structural Reading Series, and the Bloomfield-Barnhart materials. Teachers participated in meetings for the duration of the experiment. Post-test measures included two achievement tests and an attitude inventory. Thirty-five randomly selected children from each group were administered an oral reading test and word tests. Analysis of variance was used to analyze the data. It was concluded that no one treatment was more effective than any other. No one approach was completely successful for all children.

6884
Lavitt, Jerry A. "A Comparative Evaluation of the Peabody Picture Vocabulary Test as a Measure of Reading Proficiency Levels," Ed.D., Oklahoma State University, 1967. Adviser: William P. Ewens, Vol. XXVIII, No. 12, 4877-A. (Order No. 68-8443, Microfilm $3.00; Xerography $5.40, 110 pages.)

The comparative validity of the Peabody Picture Vocabulary Test (PPVT) when employed as a measure of ability with students of differing reading proficiency levels was assessed. Validity was measured in terms of ability to approximate Wechsler Intelligence Scales for Children (WISC) results. Subjects were 113 seventh-grade students, divided into high, middle, and low reading ability groups. A pearsonian correlation technique, t-tests, and an analysis of variance were applied to data obtained from PPVT-A and B, WISC, and Tests of Educational Ability (TEA) scores and from grade point averages. Results indicated that the Peabody Picture Vocabulary Test can serve as an adequate substitute for the WISC with students of above average, average, and below average reading proficiency. The PPVT-A was demonstrated to be superior to the TEA and to the PPVT-B. Using the WISC as a standard, TEA underestimated the IQ's of below average readers. The PPVT-A had a lower degree of predictive validity than the other tests used in the study.

6885
Lawrence, Mary Stella. "Reading Achievement and Behavioral Maturity in First Grade Children as Related to Self-Concept Changes Following Use of Humanetics," Ed.D., University of Denver, 1967. Vol. XXVIII, No. 7, 2445-A. (Order No. 67-17, 108, Microfilm $3.00; Xerography $8.40, 183 pages.)

The study investigated the influence of techniques of humanetics on reading achievement and behavioral maturity through changes induced in the self-concept. Humanetics deals with the removal of words expressing the distortion of logic or defense mechanisms from unconscious levels of the mind to which they have been repressed after an individual emotionally verbalizes to himself in rationalizing conflict-producing behavior. Subjects of the study were 277 first graders in three metropolitan schools. Prior to the 24-week study, the investigator oriented teachers in the basic theories and techniques of humanetics. The procedure utilized these techniques in three ways: in the humanetics game played weekly, in spontaneous application when problems arose, and in individual counseling. Data were collected by periodic tape recordings and teacher reports. Reading achievement and behavioral maturity were indicated by standardized tests and observation. Statistical analysis produced these tentative conclusions: although humanetic techniques seemed valuable for improving general behavior, these techniques did not seem to produce improvement in behavior relating to school work.

6886
Lehrman, Raymond Henry. "The Effects of Social Reinforcement of Pass or Fail on Comprehension and Eye-Movement Behavior of Seventh-Grade Boys at Three Levels of Reading Ability During a Series of Equated Reading Tasks," Ed.D., University of Oregon, 1966. Adviser: Vernon K. Espeseth, Vol. XXVII, No. 9, 2889-A. (Order No. 67-1864, Microfilm $3.00; Xerography $4.60, 90 pages.)

A population of 120 seventh-grade boys was divided into three groups according to measured reading achievement. Each group read a series of six short selections at their independent reading level before a Reading Eye camera which made a photographic record of their eye movements during the reading act. After completing each selection, the subjects were given a 10-question, true-false oral examination designed to test comprehension of the selection. One-half of the 40 subjects at each level was selected randomly to receive a social reinforcement of "pass" at the conclusion of each comprehension test, regardless of actual performance. The remaining half was scheduled for a reinforcement of "fail." An analysis of the data indicated the following results: (1) There was a significant difference in reading performance as a function of levels of reading ability for all measures of eye-movement behavior. Less efficient performance was associated with lower reading levels. There were no significant differences in comprehension. (2) Social reinforcement of "fail" produced significantly lower mean comprehension scores than did "pass." Eye-movement behavior was not significantly different under "pass" or "fail" reinforcement. (3) Across repeated task measures, overall comprehension increased while eye-movement performance became less efficient or did not change.

6887
Lemmon, Robert Allen. "Visual Perceptual Characteristics of Groups of Educable Mental Retardates," Ed.D., Colorado State College, 1967. Vol. XXVIII, No. 8, 2901-A. (Order No. 68-435, Microfilm $3.00; Xerography $6.80, 141 pages.)

The characteristics of visual perception, chronological age, and intelligence of cultural familial mental retardates were investigated through the administration of two visual perception tests. The tests were designed to measure memory and/or discrimination and closure. Subjects were 60 children assigned in groups of five to each of the chronological age and intelligence intersection cells of the problem design. The tests used were modified from that used by Brabner (1964) in his study of deaf children. Findings indicated (1) that cultural familial retardates had the ability to develop adequate visual closure competencies, (2) that cultural familial retardates did not learn skills of visual closure through experiences of maturing, (3) that cultural familial retardates increased their visual identification and discrimination skills through common experiences, and (4) that Hebb's theory of the development of visual perception was supported.

6888
Lemons, James Roscoe. "The Effectiveness of Two Methods of Teaching Reading in the Primary Grades," Ed.D., The University of Tennessee, 1966. Major Professor: Orin B. Graff, Vol. XXVII, No. 12, 4048-A. (Order No. 67-7482, Microfilm $3.00; Xerography $5.40, 109 pages.)

The relative effectiveness of two methods of teaching reading in the primary grades was studied. The methods were Phonetic Keys to Reading and Reading for Meaning. Subjects were 148 students in two elementary schools in Tennessee. The students were followed for 3 years, beginning in grade 1. The Metropolitan Achievement Test and the Stanford Achievement Test were administered. Analysis of covariance was used to analyze the data. Variables considered were sex, intelligence level, and socioeconomic status. The Reading for Meaning group scored significantly higher in word knowledge, word discrimination, reading comprehension, word meaning, and paragraph meaning. The Phonetic Keys to Reading group scored significantly higher in spelling and word study skills. The Reading for Meaning method appeared to favor low and medium intelligence and socioeconomic status subgroups. The Phonetic Keys method favored the high intelligence and high socioeconomic subgroups. Boys were superior in word study skills in the Phonetic Keys to Reading group.

6889
Levin, Beatrice Jackson. "An Investigation of the Flexibility of Reading Rate," Ed.D., Temple University, 1966. Major Professor: Marjorie S. Johnson, Vol. XXVII, No. 4, 959-A. (Order No. 66-9215, Microfilm $3.00; Xerography $7.00, 148 pages.)

Changes in the reading rate according to the difficulty level of the material and the purpose for reading was investigated with a population of 100 ninth-grade academic students. The population was evenly divided into good and poor readers according to the scores derived from an especially devised flexibility test. A standardized reading test was administered, but little relationship was found between flexibility and difficulty or purpose. Flexibility appeared to be a separate skill, although it was more pronounced in good readers. Purpose seemed to affect the rate of good readers more than poor readers, while the rate of poor readers was more affected by difficulty. Flexibility showed little correlation to school marks or IQ.

6890
Lewis, Isabel Rogers, "Some Effects of the Reading and Discussion of Stories on Certain Values of Sixth-Grade Pupils," Ed.D., University of California, Berkeley, 1967. Vol. XXVIII, No. 11, 4513-A. (Order No. 68-5679, Microfilm $3.00; Xerography $8.20, 178 pages.)

The impact of selected literature upon the values of aggressiveness, selfishness, and nurturance in sixth graders was investigated. The hypotheses were that aggressiveness and selfishness would be decreased and that nurturance would be increased as a result of three experimental treatments. Changes in values were measured by a semiprojective test of values constructed by the examiner and administered to 216 pupils on a pretest and post-test basis. Two groups read stories portraying the desirability of nurturance and the undesirability of aggressiveness and selfishness. One group discussed the stories and values; another group did not discuss. A third group discussed the values without reading the stories. A fourth group neither read, heard, nor discussed the stories. The findings supported the basic assumptions but not in the directions stated in the hypotheses. (1) Reading without discussion produced a significant increase in aggressive feelings and projected aggressive behavior and a decrease in selfish feelings, nurturant feelings, and projected nurturant behavior. (2) Discussion following reading reduced aggressiveness. (3) No significant change was noted for either group which did not read the stories.

6891
Liddicoat, Elizabeth K. "A Comparative Study of Beginning Reading Achievement after One Year of Instruction When Two Different Alphabets Are Used," Ed.D., Lehigh University, 1966. Vol. XXVII, No. 5, 1266-A. (Order No. 66-11, 826, Microfilm $3.00; Xerography $5.00, 98 pages.)

Differences in reading achievement in the skills of word recognition and comprehension between two matched groups of children instructed in different media were compared. The Initial Teaching Alphabet (i/t/a) and Traditional Orthography (T.O.) were used. Attitudes of parents, teachers, and children toward reading were examined. Subjects were 168 pairs of children matched on intelligence, sex, and socioeconomic status. All 30 classes used a cobasal reader program with language arts orientation. The Stanford Achievement Test and the San Diego Inventory of Reading Attitude were administered. The experiment lasted 140 days. Chi square and z were used to analyze the data. There was a significant difference in word recognition in favor of the i/t/a group. There were no significant differences between the groups in comprehension. There was no significant difference in attitude toward reading between the groups. As estimated by parents, children in the i/t/a group took library books home more often. There were more parents pleased when their children were taught with i/t/a. According to the teachers, more children in i/t/a classes chose to read in their free time.

6892
Liddle, William. "An Initial Investigation of the Wood Reading Dynamics Method," Ph.D., University of Delaware, 1965. Supervisor: Arthur R. DeLong, Vol. XXVII, No. 3, 605-A. (Order No. 66-5559, Microfilm $3.05; Xerography $10.80, 236 pages.)

The Wood Reading Dynamics Method was initially investigated to determine if an increase in reading rate could be achieved without a loss in comprehension. A sample of 50 students at the University of Delaware was divided randomly into an experimental and a control group. The experimental group was trained in the Wood Method. The experimental group received 32 hours of instruction over a 12-week period. Pre-post testing was comprised of fiction and nonfiction selections. Comprehension items were fact, inference, and critical reflection. Results were analyzed by total scores and individual types of items. Data were equated for beginning scores. The mean rate gain in fiction for the experimental group was 6.1 times its original fiction rate and 5.6 times its initial nonfiction rate. These scores were significantly greater than those of the control group. There was a significant loss in comprehension by the experimental group in total fiction scores and in each subtest. The data substantiated claims made for the Wood Method in rate but in only one aspect of comprehension tested.

6893
Lieberman, Janet Elaine. "The Effect of Direct Instruction in Vocabulary Concepts on Reading Achievement," Ph.D., New York University, 1965. Vol. XXVII, No. 4, 960-A. (Order No. 66-9507, Microfilm $3.00; Xerography $7.60, 161 pages.)

The effects of teaching vocabulary concepts by direct experience and by conventional instructions on reading achievement and on concept achievment were evaluated in two fifth-grade classes. Forty-two students ranging in IQ from 100 to 150 were matched according to sex and intelligence and were randomly distributed between control group and experimental group. The Iowa Reading Test was used to evaluate reading achievement, and a Concept Achievement Scale was used to rate subjects prior to the experimental treatment. Both groups made significant progress in reading achievement and in concept achievement. However, the experimental group made considerably higher gains in concept achievement than the control group did. It was concluded that the experiential method of teaching vocabulary increased the level of conceptual achievement. Moreover, conceptualization could be taught as a separate skill in vocabulary and comprehension.

6894
Lietwiler, Helena Keehne. "A Descriptive Study of Reading Programs and Practices in Public High Schools in the United States," Ed.D., The George Washington University, 1967. Vol. XXVIII, No. 10, 3895-A. (Order No. 68-5522, Microfilm $3.00; Xerography $9.00, 199 pages.)

Information was sought concerning (1) the percentage of high schools offering one or more recognized reading programs, (2) the grade levels at which schools offered the three major reading programs, (3) the number of schools providing adequate reading instruction space, (4) standards for employing and assigning personnel, (5) the function of reading specialists or reading programs, (6) the provisions for college-oriented reading programs, (7) the procedures for administrating corrective and remedial reading programs, (8) the number of federally financed reading programs, (9) the types of inservice teacher training, and (10) the subject areas in which reading teachers felt the need for further study. Data analysis indicated that less than 3/4 of United States' public high schools offer one or more recognized reading programs. Only 1/3 offer developmental and remedial reading. However, the number of reading programs is increasing. The majority of principals lack sufficient reading instruction to organize and direct their schools' reading programs, and few schools employ reading specialists. Many reading teachers lack specific training, and only about 1/2 of the schools provide adequate space for reading instruction. A need exists for further teacher education in testing and evaluation. Specific recommendations for reading program improvement were made on the basis of this data.

6895
Lillich, Joseph Michael. "Comparison of Achievements in Special Reading Classes Using Guidance, Skills-Content, and Combination Approaches," Ed.D., Ball State University, 1967. Vol. XXVIII, No. 6, 2139-A. (Order No. 67-12, 302, Microfilm $3.70; Xerography $12.85, 285 pages.)

Three hundred and sixty children from grades 4, 5, and 6, reading 1 or more years below their grade levels, took part in a study that determined the effectiveness of three approaches to improving reading achievement: a guidance approach, a skill-content approach, and a combination approach. The guidance approach identified factors of emotional and social adjustment and provided special activities designed to aid pupil growth. The skill-content approach involved activities designed to develop an expanded sight vocabulary, better comprehension, and word analysis skills. The combination approach combined the guidance and the skill-content approaches. Results on the California Reading Test, the Gray Oral Reading Test, and a special reading teacher rating scale favored the guidance approach over the combination approach and the combination approach over the skill-content approach. The results indicated that focusing on guidance provided experiences for pupils in special reading classes which led to initially higher performance on reading achievement tests. The author suggested that the initial "freedom to try," fostered by the guidance approach, could be profitably followed by the direct teaching of reading to the child, possibly through a combination approach.

6896
Liotta, Casmiro. "Individualized Reading Versus Ability Group Reading in the Reading Growth of Intermediate Grade Children," Ed.D., Columbia

University, 1967. Project Sponsor: Alice Miel, Vol. XXVIII, No. 4, 1343-A. (Order No. 67-12, 693, Microfilm $3.00; Xerography $6.00, 122 pages.)

The history of the individualized reading versus ability grouping controversy, the positions of both sides, and reviews of related research are presented. The progress of an intermediate grade program that used an individualized reading approach is described. The study concluded that the individual differences and needs of pupils could be well served in either individualized reading or ability group reading. Research suggested that both types of organization can be effective in promoting reading competency. The use of individual reading approaches did not result in consistantly greater achievement in the intermediate grade students.

6897
Lipton, Aaron. "Relationship of Teacher Rigidity to Progress of Retarded Readers: A Study of the Relationship between Teachers' Cognitive and Social Rigidity Patterns and the Reading Achievement Gains of Their Retarded Readers," Ed.D., New York University, 1966. Vol. XXVII, No. 12, 4170-A. (Order No. 67-4927, Microfilm $3.00; Xerography $8.00, 173 pages.)

A study was conducted to determine if teacher rigidity is a factor which might influence the gains of children with reading problems. It was hypothesized that a teacher of low rigidity might contribute more to reading gains. The Fascist Scale was used to measure social rigidity, and the Dogmatism Scale assessed cognitive rigidity. The scales were administered to 26 third- to sixth-grade teachers in a suburban school system in New York. Children in the study were selected on the basis of reading retardation and intelligence which was between one standard deviation above and below the mean. Reading achievement tests were administered as pre-post measures. Gains in reading achievement were statistically matched against each other in reference to their teachers' rigidity patterns. A significant positive relationship was found between social and cognitive rigidity patterns. There was no significant difference between high or low social rigidity and the reading gain of retarded readers. There were significant differences between reading gain and high or low cognitive rigidity. Students of teachers with low cognitive rigidity made greater reading gains. Implications are discussed.

6898
Lourie, Samuel. "Socio-Economic and Historical Factors in Secondary Reading: An Investigation of the Relationship between the Evolution of Secondary School Reading Instruction in the United States, and the Development of Selected Reading Programs in New Jersey, with Attention

to Selected Socio-Economic Factors," Ed.D., New York University, 1967. Chairman: Edward L. Kemp, Vol. XXVIII, No. 10, 4052-A. (Order No. 68-4814, Microfilm $3.00; Xerography $9.90, 217 pages.)

An investigation of the evolution of four selected secondary reading programs in New Jersey was conducted in order to compare their practices with accepted theoretical models and to identify certain socioeconomic and historical factors associated with their functioning. Data were collected from official reports, questionnaires, interviews, and observations. Results indicated that major socioeconomic factors were financial resources, population mobility, racial prejudice, and social class bias in selecting methods and materials and in assigning instructors. The two higher socioeconomic communities had programs superior in administrative leadership, teacher training, suitable facilities, realistic time and space allotments, community support, and remedial reading provisions. Historical factors affecting the programs were World War II, which aggravated the shortage of trained secondary reading instructors, and technological innovations and intensified competition for college admission, which encourage superficial, mechanized, and "packaged" programs. Basic secondary programs, clarified by 1941, had been implemented only sporadically as national issues exerted pressures on school administrators.

6899
Lowe, Alvin Jenkins. "An Evaluation of a College Reading Improvement Program," Ed.D., University of Virginia, 1967. Adviser: Stanley S. Stahl, Jr., Vol. XXVIII, No. 9, 3512-A. (Order No. 68-3139, Microfilm $3.00; Xerography $6.20, 130 pages.)

The problem of the study was to determine whether a college reading improvement program (CRIP) was of benefit to the students who participated in it. The procedure included analyzing preprogram test data, conducting a CRIP based on test data and student needs, and analyzing quality point ratios at the end of a semester. Four subject groups were used: the CRIP group, a university freshman class, a college freshman class, and a group (NO-CRIP) which did not participate in the program. Analysis of data, involving an entrance index, the Nelson Denny Reading Test, Wrenn Study Habits Inventory, and Scholastic Aptitude Test, showed that the CRIP group was significantly inferior to all other groups on most measures. The students evaluated the CRIP by means of a questionnaire and selected favorite reading materials used. Most felt that the program had helped them. A comparison was made of the preprogram test scores of the CRIP and the NO-CRIP groups who had earned a place on the Dean's List or a Probation List. It was found that the total CRIP group, although significantly inferior readers, did not earn proportionately more higher or lower grades than did the NO-CRIP group members. It was concluded that a majority of the CRIP students were helped by the program.

6900
Lyness, Sandra L. "The Relationship of Auditory Perception to Primary Grade Reading Abilities," Ph.D., Wayne State University, 1967. Adviser: Walter J. Ambinder, Vol. XXVIII, No. 8, 3028-A. (Order No. 68-2096, Microfilm $3.00; Xerography $7.60, 165 pages.)

The relationship of auditory perception to primary grade reading abilities was investigated by comparing these abilities in a group of good and poor second- through fourth-grade reading students. Auditory test results indicated that memory, constancy, figure-ground, temporal discrimination, and synthesis are significant factors in distinguishing between good and poor readers. Discrimination between different and similar word pairs and syllabication analysis were not significant. Good readers did not fail more than one auditory subtest; poor readers failed at least three or four. It was concluded that auditory perception plays an important role in learning to read and that the assessment of a child's auditory abilities can help design a remedial program specific to his needs.

6901
MacDougall, Sister Mary Julia. "Relationship of Critical Reading and Creative Thinking Abilities in Children," Ph.D., The Ohio State University, 1966. Adviser: Loren R. Tomlinson, Vol. XXVII, No. 11, 3779-A. (Order No. 67-6342, Microfilm $3.00; Xerography $8.60, 190 pages.)

The purpose of the study was to determine the relationship between the critical reading ability and the creative thinking ability of children. An experimental group received direct instruction in specific critical reading skills, and a control group received enrichment through the use of children's books. Intelligence, reading ability, critical reading ability, and creative thinking ability were tested. Conclusions showed that there was a low but significant relationship between critical reading and creative thinking scores in grades 4 and 5 and that verbal creative thinking ability was more highly related to critical reading ability than was nonverbal creative thinking ability at each grade level. Of the factors of fluency, flexibility, originality, and elaboration, flexibility showed the highest relationship with critical reading scores. The fourth-grade control group showed a significantly higher mean creative thinking score than the experimental group. The major conclusion was that there was not a substantial relationship between creative thinking ability and critical reading ability.

6902
McBeath, Pearl Marcia Loebenstein. "The Effectiveness of Three Reading Preparedness Programs for Perceptually Handicapped Kindergarteners," Ph.D., Stanford University, 1966. Vol. XXVII, No. 1, 115-A. (Order No. 66-6365, Microfilm $3.00; Xerography $6.80, 144 pages.)

Three programs designed to improve the visual perception of perceptually handicapped kindergarteners were evaluated. The relationship of classroom adjustment and perceptual ability was studied. The vision of children with good and poor perceptual ability was compared. Twenty-four kindergarten classes were assigned randomly into four groups following different programs: (1) training as prescribed by Kephart, emphasizing physical coordination activities, (2) training following the Frostig program, emphasizing kinesthetic and tactile exercises, (3) an alternation of the preceding two methods, and (4) no treatment other than normal classroom activities. The Lee-Clark Reading Readiness Test was administered in keeping with the hypothesis that the specially trained groups would be better prepared for reading. Rating forms consisting of 19 descriptions of behavior were completed by teachers according to the hypothesis that observed behavior would relate to a child's perceptual ability. It was found that none of the programs provided significantly superior results in developing reading readiness skills. A significant difference was found between the visual acuity of those who scored low on a test of perception and those who scored high.

6903
McCanne, Roy. "A Comparison of Three Approaches to First-Grade English Reading Instruction for Children from Spanish-Speaking Homes," Ed.D., University of Denver, 1966. Vol. XXVII, No. 6, 1713-A. (Order No. 66-11, 776, Microfilm $3.75; Xerography $13.30, 291 pages.)

A comparison was made of a modified basal reader approach, a modified teaching English as a second language approach, and a modified language-experience approach in respect to their relative success in developing reading vocabulary, word study skills, and reading comprehension skills with 333 children from Spanish-speaking homes. The materials used were new to the teachers who were assigned at random to the three experimental approaches. The approaches were used for 140 school days. The basal reader approach was more successful than the other two approaches in the development of reading comprehension skills, reading vocabulary, and word study skills.

6904
McClanahan, Lloyd James. "The Effectiveness of Perceptual Training for Slow Learners," Ed.D., Stanford University, 1967. Vol. XXVIII, No. 7, 2560-A. (Order No. 67-17, 543, Microfilm $3.00; Xerography $6.20, 129 pages.)

This study was designed to measure the effects of 35 hours of visual perceptual training on the mental maturity, perceptual skills, and reading performance of slow-learning first-grade children and children enrolled in classes for the Educable Mentally Retarded (EMR). In addition, the study proposed to assess the effect of two variables, dominance and body image, on the perceptual learning of the first-grade subjects. The subjects, 92 first-grade slow learners and 23 EMR children, were assigned at random to one of four experimental or two control classes. All were given pretests including the California Test of Mental Maturity (CTMM) and the Frostig Developmental Test of Visual Perception (DTVP). In addition, the EMR subjects were given the California Achievement Test, Reading (CAT-R). The experimental subjects were given 35 lessons in training in perceptual skills, while the control classes used the normal curriculum. Post-tests, the CTMM, DTVP, and the CAT-R, were given. Analysis of pretest data yielded no significant differences in groups. On the post-tests, the first-grade experimental groups achieved significantly higher on the DTVP and the CAT-R, but not on the CTMM. The experimental EMR subjects achieved higher, but not significantly so, on all post-tests. Comparisons of subgroup data showed that subjects who were classified as unilateral dominant or as having an adequate body image scored significantly higher.

6905
McClenathan, DayAnn Kennedy. "A Comparison of Three Alphabetic Media Used in Beginning Reading Instruction," Ed.D., State University of New York at Buffalo, 1967. Vol. XXVIII, No. 5, 1624-A. (Order No. 67-13, 522, Microfilm $3.00; Xerography $8.80, 195 pages.)

The effects of using three alphabetic media in teaching the same reading content to 336 kindergarten children in the final 12 weeks of the school year were studied. Reading skills acquired before formal instruction were screened, and reading readiness was determined by the Lee-Clark Reading Readiness Test. Preprimers of the "New Basic Reader Series" published by Scott, Foresman were used by the two experimental groups and the one control group. The only experimental variable used was the alphabet design of the preprimers. One experimental group used the Initial Teaching Alphabet (i/t/a). Another used Adjusted Traditional Orthography (a.t.o.). The control group used Traditional Orthography (T.O.). No significant differences in ability to recall familar words resulted from training in any of the three alphabetic media. Both i/t/a and a.t.o. were significantly superior to T.O. in facilitating independent word analysis. There were no significant differences between i/t/a and a.t.o. in facilitating word identification. Word recognition in T.O. was not impaired by early training in an experimental alphabetic media.

6906
McClendon, Patricia Russell. "The Relationship of Selected Aspects of the Affective Domain to Reading Achievement at the First-Grade

Level," Ph.D., The Florida State University, 1966. Major Professor: Marian Watkins Black, Vol. XXVIII, No. 6, 1993-A. (Order No. 67-6472, Microfilm $3.00; Xerography $5.60, 112 pages.)

An inventory was designed and given in individual interviews to 73 first-grade children to appraise three aspects of the affective domain related to reading achievement: (1) value placed on reading, (2) concept of self as a reader, and (3) interest (motivation) and interests (behavior patterns). Additional data collected included mental age measured by SRA Primary Mental Abilities: Grade K-1 and reading achievement measured by the Bond-Clymer-Hoyt Developmental Reading Test: Primer Reading. Each measure provided by the inventory combined with mental age proved to be a better predictor of reading achievement at the first-grade level than mental age used alone. Correlations were computed for all subjects combined and for boys and girls separately. The factors which counted most for the variance were (1) for girls and the total sample, interest and interests and value placed on reading and (2) for boys, interest and interests and concept of self as a reader. Recommendations for further study included refining and extending the inventory to include additional neocognitive variables, using the study with educationally disadvantaged children, and exploring the relationship of the affective domain to later reading achievement.

6907
McCloskey, Elinor Florence. "A Study of the Free Reading Interests of Sixth-Grade Negro Boys Living in Disadvantaged Areas in the City of New York," Ed.D., Columbia University, 1966. Project Sponsor: Margaret Lindsey, Vol. XXVII, No. 11, 3629-A. (Order No. 67-5539, Microfilm $5.40; Xerography $19.15, 424 pages.)

Once hundred and twenty sixth-grade Negro boys in disadvantaged areas of New York City were interviewed individually to determine their free reading interests. Responses to 10 questions were classified and tabulated into pertinent categories. Data from upper quarter students, lower quarter students, and boys over 13 years old were compared. Definite differences emerged between responses of upper and lower quarter students. Responses of older boys formed consistent patterns which differed from the total sample. Strong interest was expressed in nonfiction book categories, particularly sports, history, and biography. Science was generally mentioned by the lower quarter, and interest in subcategories of science varied from the upper to the lower quarter. Fiction was most often discussed by the upper quarter. The total sample reported a greater interest in fiction when in primary grades than when in the sixth grade. Those students who liked to read conceived reading to be a useful task to meet academic, economic and/or occupational needs. Students who disliked reading found it too difficult. Findings of this study were related to similar studies of reading interests. Recommendations for use of the data and for further research are made.

6908
McCreary, Anne Phillips. "A Study of Association, Reinforcement, and Transfer in Beginning Reading," Ph.D., Cornell University, 1961. Vol. XXVIII, No. 12, 4824-A. (Order No. 61-6824, Microfilm $3.00; Xerography $9.45, 206 pages.)

The relationship between the application of principles of association, reinforcement, and transfer and greater competency in preprimer reading was studied. Subjects were 308 children in 15 first-grade classes which were divided into three separate samples, each with a control and an experimental group. Control groups used a basal reading series; experimental groups used specially designed picture-sentence cards. Tests, subjective teacher evaluation, questionnaire data, and multiple regression analyses were used for measurement. It was concluded that materials incorporating principles of association, reinforcement, and transfer could be utilized profitably at the preprimer reading stage. Class composition was an important factor influencing the effective use of these materials. Test results for "high" first graders were significantly greater than those for "low" first graders in both the control and experimental groups. Multiple regression results indicated that this study included most factors involved in learning to read. Specific recommendations for the use of these materials are given.

6909
McDowell, Neil Allen. "A Status Study of the Academic Capabilities and Achievements of Three Ethnic Groups: Anglo, Negro, and Spanish Surname, in San Antonio, Texas," Ph.D., The University of Texas, 1966. Supervisor: Thomas D. Horn, Vol. XXVII, No. 9, 2740-A. (Order No. 67-3322, Microfilm $3.00; Xerography $8.60, 186 pages.)

Intelligence, general ability, and reading achievement were compared for children from three ethnic groups: Anglo, Negro, and Spanish-surname. Intelligence and general ability were measured by a pretest; a post-test measured reading achievement. The Goodenough-Harris Draw-A-Man Test was used as a test of intelligence; the Inter-American Test of Genral Ability was used as a measure of general ability. The Inter-American Reading Level I was used to measure reading achievement. Significant differences favoring Anglo children were found to exist among the ethnic groups in two of the three areas -- intelligence and general ability. Differences favoring the Spanish-surname children were also found to exist in intelligence between the Negro and Spanish-surname children. When reading achievement was measured while holding age, intelligence, and pretest score constant, interaction occurred among the groups which prohibited further analysis. An analysis subsidiary to the main study revealed that when the pretest (general ability) and post-test (reading achievement) scores of the children were analyzed according to the child's social class, there were significant differences among the social classes which generally favored the upper-class children.

There was, however, a descrepancy in scoring when the middle-lower-class children scored highest on the pretest and next to lowest on the post-test.

6910
McGraw, Joseph J. "A Comparison of Mean Subtest Raw Scores on the Wechsler Intelligence Scale for Children of Regular and Over-Achieving Readers with Under-Achieving Readers," Ph.D., The University of Oklahoma, 1966. Major Professor: P. T. Teska, Vol. XXVII, No. 6, 1552-A. (Order No. 66-14, 229, Microfilm $3.00; Xerography $4.80, 93 pages.)

Individually administered reading tests were given to 64 subjects ranging in chronological age from 7 years and 7 months to 13 years and 6 months. On the basis of the established reading grade level, a regular or over-achieving group and a below grade level group were formed. The Wechsler Intelligence Scale for Children was administered so that the intelligence quotient and other raw scores could be obtained for each group and compared. The major purpose was to determine the significant differences, if any, in the mean raw scores. It was found that only the subtests of arithmetic, similarities, and vocabulary showed statistically significant differences. It was concluded that the Wechsler Intelligence Scale for Children is an excellent tool for obtaining a clearer understanding of the causes of reading disability.

6911
McLeod, James Marsh. "An Investigation of the Frostig Program in Teaching Children with Extreme Learning Problems," Ed.D., University of Oregon, 1966. Adviser: Robert H. Mattson, Vol. XXVIII, No. 4, 1303-A. (Order No. 67-10, 786, Microfilm $4.85; Xerography $17.10, 379 pages.)

An experimental group of seven children with extreme learning problems and difficulties in visual perception were given treatment consisting of the Frostig Program, the Gillingham method of teaching, selections of Kephart's program, physical education, music, arithmetic, and art. A second group of seven children with extreme learning problems and difficulties in visual perception served as a contrast group and were administered the Marianne Frostig Development Test of Visual Perception seven times in addition to pretests and post-tests in reading and arithmetic. At the .05 level of significance, both the experimental group and the contrast group made gains in visual perception and in reading. The experimental group made additional gains in the Kephart Perceptual Scale, the Peterson Scale, and in arithmetic.

6912
Mallard, Joseph Rafter. "The Relationship of Reading Ability to Rank in High School Class," Ph.D., The University of Connecticut, 1967. Vol. XXVIII, No. 9, 3372-A. (Order No. 68-1374, Microfilm $3.00; Xerography $6.20, 126 pages.)

The purpose of the study was to determine the relationship of reading ability, as measured by standardized achievement tests at the beginning of the high school program, and academic achievement, as measured by rank in class at graduation from high school. From the records of 761 graduates of four high schools, information concerning reading ability, class rank, sex, school size, and expenditure per pupil was collected. The relationship between reading ability and class rank at graduation was found to be significant at the .001 level of confidence. This relationship was discovered, regardless of sex differences, in small schools as well as in large schools and in schools with high per-pupil expenditure as well as in those with low per-pupil expenditure.

6913
Marmon, Morris. "The Effectiveness of Alphabet Recognition and Auditory Discrimination Training on Word Recognition," Ed.D., University of California, Los Angeles, 1966. Chairman: William H. Dutton, Vol. XXVII, No. 10, 3370-A. (Order No. 67-4484, Microfilm $3.00; Xerography $5.80, 120 pages.)

An investigation was made of the effectiveness of alphabet recognition and auditory discrimination training on word recognition. Subjects were selected from two population areas, a middle-class Caucasian area and a low economic Negro area. Subjects in each population area received one of four training methods: the alphabet recognition training, the auditory training, a combination of the two, or no training. Materials were from the Speech-to-Print Phonics kit, used as a supplement to the normal Ginn basal reading program. In the low economic area, children receiving a combined program achieved higher scores on word recognition tests. Children in the middle-class area showed no significant differences in scores regardless of the program used. Children in the middle-class area using none of the treatments received higher scores than the children in the low economic area receiving no treatment. Recommendations for further study are made, and ideas to be considered in planning future programs are offered.

6914
Matteoni, Louise. "TV Cartoons in Initial Reading Experiences with Culturally Deprived Children," Ph.D., New York University, 1967. Chairman: Josephine Piekarz Ives, Vol. XXVIII, No. 3, 967-A. (Order No. 67-11, 115, Microfilm $3.00; Xerography $7.80, 169 pages.)

First-grade children in two schools were matched on reading readiness and chronological age. Twenty-five matched pairs of boys and 25 matched pairs of girls were randomly selected for statistical analysis. In one school, the control group used the Scott, Foresman and Company reading program. The experimental classes in the other school used TV cartoon programs and related materials in a language-experience approach. At midyear, the Gates Primary Reading Tests were administered. All classes then followed the Scott, Foresman and Company reading program for the remainder of the year. Boys in the experimental group showed significantly greater growth both at midyear and end of year than boys in the control group. The scores of girls in both groups showed no significant differences at both testings. Within the control group, differences favored the girls at midyear and again at end of term. Within the experimental group, there were no significant differences between girls' and boys' scores at both testings.

6915
Maxey, Earl James. "An Investigation of the Rasch Probability Model for Speed in an Oral Reading Test," Ph.D., The University of Iowa, 1967. Chairman: Paul Blommers, Vol. XXVIII, No. 8, 3075-A. (Order No. 67-16, 817, Microfilm $5.50; Xerography $19.35, 429 pages.)

This investigation consisted of a description of the theoretical development of the Rasch Probability model for speed in an oral reading test and a study of (1) the way Durrell Analysis of Reading Difficulty oral and silent reading subtest scores fit the model, (2) the way high comprehension silent reading test time scores fit the model, (3) the appropriateness of the model when applied to reading speed measured by number of words read in a fixed time, (4) the degree of invariance of paragraph difficulty parameters over different levels of reading speed ability, (5) the degree of invariance of pupil parameters over paragraphs of different difficulty, and (6) the relationship between the parameters determined using the model for speed and using the model for errors. Findings indicated that Durrell Oral subtest scores fit the speed model better than any other oral or silent reading data, ability parameters differed significantly from paragraph to paragraph, text difficulty parameters were similar in magnitude, correlations between ability parameters determined using the reading speed model and using the errors model were low to moderate, and the agreement between difficulty parameters determined by the two models for a common set of paragraphs was high.

6916
Maxwell, Murray Clyde Fernie. "A Comparison of the Effectiveness of Three Instructional Material Approaches to the Teaching of Reading in a Summer Program," Ed.D., University of Georgia, 1966. Major Professor:

Ira E. Aaron, Vol. XXVII, No. 10, 3230-A. (Order No. 67-3572, Microfilm $3.60, Xerography $12.60, 277 pages.)

A comparison was made of the effectiveness of three instructional material approaches used for reading instruction in summer school. Fifteen classes used one of three approaches: five classes used basal readers; five used programed materials; and five used packaged kits. Tests were administered at the beginning and end of the summer and at the end of the following school year. Teacher and parent reactions were checked by the use of questionnaires. The analyses of data on the summer program favored the basal reader approach. The analyses of data on the following school year showed a significant difference favoring the packaged kit approach. The results were contradictory because the packaged kit group was instructed in, on, or below its instructional level, and the basal reader group was instructed above its instructional level.

6917
Mayans, Anna E. "Early Differential Prediction of First Grade Reading Achievement among Three Culturally Different Kindergarten Groups," Ed.D., University of Cincinnati, 1966. Vol. XXVII, No. 9, 2891-A. (Order No. 67-1998, Microfilm $3.00; Xerography $5.20, 101 pages.)

The hypotheses (1) that reading levels for culturally advantaged, culturally mixed, and culturally disadvantaged children in first grade could be predicted from psychological test scores secured early in the kindergarten year, and (2) that the combination of test variables would differ for the three culturally different groups were tested. A sample of 245 predominantly Caucasian children in a suburban school were tested and divided into two groups according to their father's educational and occupational level. The predictor variables included the Metropolitan Readiness Test, the Peabody Picture Vocabulary Test, the Binet Vocabulary List, and the Teacher Questionnaire (a rating scale) which were administered early in the kindergarten year. The Gates Primary Reading Test, the criterion, was given two years later in May. Six separate analyses were carried out for three levels of cultural differences, male, female, and total group. The results are listed. Neither hypothesis was rejected. The method of grouping kindergarten children according to father's educational and occupational level was sound for developing homogeneous groups in reading ability. The Metropolitan Readiness Test was a useful single predictor for all groups. The Teacher Questionnaire contributed significantly to the prediction and emphasized the role of the teacher in evaluating skills early in the kindergarten year.

6918
Maze, Nellie Marie. "A Study of the Correlations between Musicality and Reading Achievement at First-Grade Level in Athens, Georgia,"

Ed.D., University of Georgia, 1967. Major Professor: Rachel S. Sutton, Vol. XXVIII, No. 10, 3895-A. (Order No. 68-5064, Microfilm $3.00; Xerography $5.40, 109 pages.)

The null hypotheses that there would be a significant relationship between musicality and reading ability and that there would be certain areas of musicality correlating at higher significance levels than others were tested with 124 first-grade subjects from low, middle, and high socioeconomic levels. A modified form of the Seashore Measures of Musical Talents and the Metropolitan Achievement Battery were used as evaluation measures. Test results rejected both null hypotheses. The most outstanding relationships indicated by the study were those related to sex differences. Boys showed higher levels of significance between reading achievement and musicality profiles than did girls. Further research is recommended.

6919
Mendenhall, Paul Arthur. "The Relative Value of the Initial Teaching Alphabet (i.t.a.) and Traditional Orthography (t.o.) in Teaching Reading to Selected Classes of First-Grade Students," Ph.D., Purdue University, 1967. Major Professor: Norbert Nelson, Vol. XXVIII, No. 11, 4385-A. (Order No. 68-6332, Microfilm $3.00; Xerography $4.00, 72 pages.)

The relative value of the initial teaching alphabet (i/t/a/) and traditional orthography (t.o.) were studied in two schools. One hundred fifty-six first-grade students were placed in two i/t/a groups and two t.o. groups. Each school had one i/t/a group and one t.o. group. Each of the two experimental groups received instruction in reading, mathematics, and writing using i/t/a. The two control groups received instruction in t.o. Data were evaluated after 150 days of instruction. The t.o. version of the fifth edition of the Stanford Achievement Test was administered to the t.o. groups. The i/t/a version of the same test was administered to the i/t/a groups. Measurements of written expression were evaluated. The i/t/a approach was superior in both schools. A longitudinal study evaluating the relative achievement of these students at the end of the second, third, and fourth grades was recommended.

6920
Metsker, Carol Jo. "Reading Versatility: A Study of Reading Rate and Comprehension in Grade Six," Ph.D., University of Illinois, 1966. Vol. XXVII, No. 11, 3630-A. (Order No. 67-6677, Microfilm $3.00; Xerography $6.40, 134 pages.)

The purpose of this study was to determine the relationships between reading versatility and other reading and mental abilities. The sixth-grade subjects from a high socioeconomic urban area were administered the Iowa Tests of Basic Skills, Form 1, Gates Basic Reading Tests, Form 1, Educational Developmental Laboratories Reading Versatility Tests, Form B, Kulhmann-Anderson Test, and a nonstandardized questionnaire regarding out of school activities. It was found that children with higher mental ages read more rapidly, were slightly less versatile readers, and had no more ability to skim and scan than children with lower mental ages. Children who comprehended well on a general reading test also comprehended well when skimming and scanning rapidly; however, they were no more versatile than children who did not comprehend, nor did they scan more rapidly. Children with the ability to scan rapidly also comprehended well on tests of specific reading abilities, while children with the ability to skim did not necessarily comprehend well. Versatile readers spent less time reading the newspaper than nonversatile readers. There was no correlation between versatility in reading and out of school activities.

6921
Meyerson, Daniel Willis. "Effects of a Reading Readiness Program for Perceptually Handicapped Kindergarteners," Ed.D., Stanford University, 1966. Vol. XXVII, No. 10, 3371-A. (Order No. 67-4308, Microfilm $3.00; Xerography $5.60, 112 pages.)

The effects of a reading readiness training program for perceptually handicapped kindergarteners who differed in visual acuity were determined. Interaction effects of training with socioeconomic status and the effects of training on pupils with normal perception were also analyzed. To choose the perceptually handicapped, the Perceptual Forms Test and the Frostig Developmental Test of Visual Perception were given. The poor and good vision subjects were randomly assigned to experimental or control groups. Experimental groups received 8 weeks of training, 15 minutes a day. Training consisted of large muscle coordination and eye movement exercises as recommended by Newell Kephart. Control groups received no training. Following the training period, the Ginn Pre-Reading Test, Part 3, and the entire battery of the Lee-Clark Reading Readiness Test were administered. The scores of the experimental group did not surpass the control group scores. The major conclusion was that factors associated with socioeconomic status were apparently more closely related to the reading readiness level of perceptually handicapped kindergarten students than either visual acuity or Kephart training.

6922
Miller, Arthur Luther. "A Study of Reading Tastes of Children in Grades Four, Five and Six in Selected Schools of the Lamar Area School Study Council," Ed.D., University of Houston, 1966. Vol. XXVII, No. 9, 2741-A. (Order No. 67-2019, Microfilm $3.20; Xerography $11.25, 246 pages.)

The responses to a questionnaire, administered to 3,212 intermediate grade children in 13 schools are presented. The findings suggest the following conclusions: (1) Interest in a variety of leisure-time activities did not greatly affect the extent to which children read on a voluntary basis, but children's reading tastes were influenced by the movies and television. (2) Adult magazines that were popular in previous studies continued to be popular, and a majority of the sample read children's magazines. Tastes in magazine reading were consistant with previous research. (3) Children did not read the newspaper to the extent that they once did. They preferred the comics and sports news, but were showing more interest in front page news. (4) Interest in comic strips continued to be high, but comic books were not being read to the extent that they once were. Attention was focused on humorous comic books and those dealing with science fiction and space. (5) A majority of the children liked to read books. Personal satisfaction was the most important factor in children's fondness of books, but children recognized voluntary reading as a means of helping them in intellectual development. Story content was the most important consideration in book selection, and children were prone to select books considered classics. Recommendations based on the conclusions are suggested.

6923
Miller, J. O., Jr. "A Comparison of a Self-Improvement and Teacher-Oriented Approach to Reading Improvement at the College and University Level," Ed.D., Oklahoma State University, 1967. Adviser: Bernard R. Belden, Vol. XXVIII, No. 12, 4955-A. (Order No. 68-8461, Microfilm $3.00; Xerography $4.80, 94 pages.)

A study was made of the effectiveness of a self-improvement approach to reading improvement as compared to a teacher-oriented approach and of the significance of reading skill gains of freshmen education majors enrolled in a reading improvement course as compared to those of students not enrolled in the course. One hundred and forty-two randomly selected undergraduates were the subjects for the first part of the study; 76, for second part. The Mann-Whitney U Test for significance was applied to data obtained from pre- and post-testing. It was concluded that students enrolled in the reading improvement course made significantly greater gains than those not enrolled and that students working under the self-improvement method made significantly greater reading rate gains than those working under the teacher-oriented approach. Students working under the self-improvement method did not make significant gains in vocabulary and comprehension, though their gains were greater than those of students of the teacher-oriented approach.

6924
Miller, Joseph Linfield. "Curricular Implications of the Values Represented in American Literature Anthologies Currently Adopted by the State of Mississippi," Ed.D., The University of Mississippi, 1967. Director: Jerry H. Robbins, Vol. XXVIII, No. 8, 2954-A. (Order No. 68-2140, Microfilm $3.00; Xerography $6.40, 131 pages.)

The value judgments represented in the American literature taught in Mississippi high schools were examined, and curricula guidelines for teaching this literature from a value-oriented standpoint were set up. The anthologies used in the study were published by Scott Foresman Company, Harcourt, Brace, and World Company, and the L. W. Singer Company. It was concluded that value judgments were made in the three anthologies. The represented values were consistent with those of Dr. George Spindler and the Educational Policies Commission study. The American short story is a good vehicle for teaching community values; the protagonist usually set cultural values consistent with the times. Short story selections in the anthologies were not current.

6925
Miller, William George. "Ability Grouping by Means of Multiple Discriminant Function and Multiple Regression Techniques," Ph.D., The University of Iowa, 1967. Chairman: Leonard S. Feldt, Vol. XXVIII, No. 9, 3513-A. (Order No. 68-961, Microfilm $3.00; Xerography $9.70, 211 pages.)

An evaluation was made of the accuracy of homogeneous grouping techniques used in English. Several kinds of grouping were used: (1) placement by need into sections defined in terms of emphasis on grammar, expression, and reading as indicated by data gained from teachers the previous year; (2) placement based on predicted overall English achievement as measured by second semester grades; or (3) placement based on a combination of the other two methods. Data were analyzed. For method one, between 37.5 and 70.8 percent of the pupils were correctly classified in the various samples. For method two, correlations between .430 and .787 were found. This grouping placed from 35.0 to 65.4 percent in the correct class. Method three correctly classified 15.0 to 45.8 percent. It was concluded that discriminant analysis was an acceptable alternative as a method for determining ability sections where moderately high error rates could be tolerated.

6926
Miller, Wilma Hildruth. "Relationship between Mother's Style of Communication and Her Control System to the Child's Reading Readiness and Subsequent Reading Achievement in First Grade," Ed.D., University of Arizona, 1967. Director: Ruth M. Strang, Vol. XXVIII, No. 4,

1213-A. (Order No. 67-12, 179, Microfilm $4.40; Xerography $15.55, 344 pages.)

Fifty-five mothers and their 55 kindergarten-aged children--19 middle-class, 19 upper-lower class, and 17 lower-lower class--were contacted through home interviews to assess maternal teaching style, family control systems, the children's daily activities, and their home prereading activities. The children were given the Metropolitan Readiness Test in May 1966. Their first-grade teachers rated them according to a reading readiness observational checklist in the fall of 1966. Fifty-one children were given the Gilmore Oral Reading Test and four subtests of the Stanford Achievement Test in late February and early March 1967. The Mann-Whitney U Test analyzed the significant differences between the three social classes. The study revealed that maternal language, maternal family control, and the child's daily schedule were not significantly related to reading readiness or first-grade reading achievement. Maternal teaching style and prereading activities in the home were related to reading readiness, but were not related to first-grade reading achievement. The study also revealed significant differences between the three social classes in maternal language, maternal family control, child's daily schedule, and home prereading activities. No significant differences in maternal teaching styles were apparent.

6927
Mitchell, Ronald Warren. "A Comparison of Children's Responses to an Original and Experimental Form of Subtests GS and ND of the Gates Basic Reading Tests," Ph.D., University of Minnesota, 1967. Vol. XXVIII, No. 3, 970-A. (Order No. 67-10, 432, Microfilm $3.00; Xerography, $7.60, 161 pages.)

The purpose of this study was to determine if fourth-grade students could answer the questions on the Bates Basic Reading Test, subtests GS and ND, without the aid of the passages upon which the questions were based. Four hundred and eighty boys and girls were tested, divided according to intelligence and sex, and randomly assigned to control and experimental groups. The original form and a reprinted form of the same test in which the reading passages were omitted were administered to control and experimental groups, respectively. Analysis of the data indicated that a high percentage of the items on the reprinted test could be answered correctly at rates higher than could be expected to occur by chance. However, children would, on the average, score lower using this procedure than they would if they made use of the passages. Low IQ boys might be an exception to this conclusion. It was also concluded that adults could make a decision,with a certain amount of accuracy, as to whether or not a test contained items that were answerable by children without the aid of a paragraph.

6928
Moe, John Valdorf. "An Identification of Some Personality Characteristics Associated with Reading Skills," Ph.D., Colorado State College, 1966. Vol. XXVII, No. 11, 3631-A. (Order No. 67-6078, Microfilm $3.00; Xerography $4.00, 73 pages.)

The Nelson-Denny Reading Test, the Edwards Personal Preference Schedule, and an informal questionnaire of real and ideal self-concepts were administered to 446 freshmen women intending to major in elementary education. Determination of correlation coefficients indicated that the Personal Preference Schedule achievement-need scores correlated positively with Reading Test scores for the sample. Personal Preference Schedule order-need scores correlated negatively with Reading Test scores for the sample. The Personal Preference Schedule tended to measure those traits the subjects reported on the questionnaire as belonging to their real selves but did not appear to measure those traits belonging to their ideal selves. It was concluded that the Preference Schedule tended to be transparent regarding the traits it measured. It was further concluded that real-ideal congruence was independent of reading ability in this sample.

6929
Monson, Dianne Lynn. "Children's Responses to Humorous Situations in Literature," Ph.D., University of Minnesota, 1966. Advisor: Norine Odland, Vol. XXVII, No. 8, 2448-A. (Order No. 67-869, Microfilm $3.10; Xerography $10.80, 238 pages.)

Excerpts from popular children's literature were selected to represent five types of humor. A stratified random sample based on socioeconomic level was used to select classrooms for inclusion in the study. Reading and intelligence measures were available for the 653 fifth-grade subjects included in this study. Only children reading at or above grade 3.5 at the beginning of fifth grade were retained in the sample. An instrument developed to assess children's responses to the selections was constructed in four forms which were randomly distributed within each classroom. Form 1 requested an unstructured open-end response. Forms 2, 3, and 4, requested a structured response to a true-false or multiple choice item. The following conclusions were based on a chi-square analysis of the data. (1) Differences in the responses made in structured and unstructured situations were greater for boys than for girls. Boys more frequently judged selections humorous when they were presented in a structured situation. (2) Children in low socioeconomic groups or in low or middle reading groups more often judged situations humorous when they were presented in a structured situation. (3) Children of high intelligence more often judged excerpts humorous than did middle or low intelligence groups.

6930
Montesi, Richard Lewis. "A Comparison of the Effects of the Initial Teaching Alphabet and Traditional Orthography on Achievement in Beginning Reading," Ph.D., The University of Connecticut, 1967. (Order No. 68-1382, Microfilm $3.00; Xerography $8.80, 193 pages.)

The effects of the Initial Teaching Alphabet (i/t/a) and traditional orthography (t.o.) on achievement in beginning reading were compared. Measured achievement areas were word recognition, paragraph comprehension, word study skills, and oral reading. Subjects were divided into two treatment groups equated on the basis of IQ, reading readiness scores, chronological age, and sex. Complete data were gathered on 200 cases in May 1966, and 174 cases in May 1967. The t-test was used to evaluate mean differences in performance between the two groups and to study subgroup results. Findings indicated that in word recognition, there was a significant difference favoring the i/t/a group at the end of grade 1, but none at the end of grade 2. In paragraph comprehension and word study skills, there was no significant difference between the two groups for either grade 1 or 2. In oral reading (accuracy and comprehension), there was a significant difference favoring the i/t/a group at the end of grade 1, but none at the end of grade 2. Neither medium of instruction was superior for any particular ability group, and neither medium allowed children to make better use of their learning potential and prereading capabilities than the other.

6931
Morgan, Lorraine Lee. "Effects of an Integrated Experience Approach and a Basal Language Arts Approach on Language Arts Learning Outcomes in First Grade," Ed.D., University of Pittsburgh, 1967. Vol. XXVIII, No. 4, 1348-A. (Order No. 67-12, 394, Microfilm $3.00; Xerography $7.80, 168 pages.)

The effects of two instructional approaches to beginning reading instruction--The Coordinated Basal Language Arts Approach and the Integrated Experience Approach to Communication--on the language development of first-grade pupils were examined. Six hundred students representing upper, middle, and lower mental age levels were assigned randomly to the two instructional approaches. The instruction period lasted 140 days. It was concluded that pupils taught by the Integrated Experience Approach to Communication scored significantly higher than those taught by the Coordinated Basal Language Arts Approach. Girls demonstrated a superiority over boys, and students with higher mental ages demonstrated a superiority over those with lower mental ages.

6932
Morris, Robert Lee. "The Effect of Prior Knowledge on the Relationship of Reading and Intelligence Quotient Scores," Ed.D., University of Kansas, 1966. Vol. XXVIII, No. 3, 880-A. (Order No. 67-10, 826, Microfilm $3.00; Xerography $5.40, 108 pages.)

Three treatments were devised using the Gates Basic Reading Test, 1958 edition. For Treatment A the test was administered in its published format. For Treatment B the test was altered by replacing, within the paragraph, the word representing the correct response to the question with one of the distracter responses. The distracter became the correct response. For Treatment C the paragraphs were completely deleted, leaving only the questions and responses. Students assigned to Treatment C achieved significantly higher mean scores than students assigned to Treatment A and Treatment B. Students assigned to Treatment A achieved significantly higher mean scores than students assigned to Treatment B. The correlation coefficient obtained for students assigned to Treatment B on the upper level (IQ 112 and above) was significantly greater than the correlation coefficient obtained for students assigned to Treatments A and C, upper level. The incorrect responses made by the students assigned to Treatment B, when rescored, showed the factually correct distracters chosen 94.75 percent of the time as an incorrect response.

6933
Mortenson, William Paul. "Differences in Performance of Beginning First-Grade Pupils on Selected Pre-Reading Tasks According to Socio-Economic Status and Sex," Ph.D., The University of Wisconsin, 1967. Supervisor: Thomas C. Barrett, Vol. XXVIII, No. 2, 547-A. (Order No. 67-504, Microfilm $3.00; Xerography $7.20, 154 pages.)

Differences in the performance of visual and auditory discrimination tasks of first-grade students from upper, middle, and lower socioeconomic levels were investigated. Subjects were 1,500 second-grade students randomly selected according to sex and socioeconomic status. Analysis of variance, the Scheffe post hoc test, and analysis of covariance were applied to data obtained from three standardized tests. On the basis of these analyses, four conclusions were reached. Differential performance on prereading discrimination tasks was closely associated with socioeconomic background. Performance on most of the visual and auditory discrimination tasks significantly favored girls over boys. Although intelligence appeared to be related to socioeconomic status, it did not generally influence performance on prereading discrimination tasks. Differential performance on prereading discrimination tasks cannot be attributed entirely to any one occupational level within a particular socioeconomic level.

6934
Moss, Miriam Stein. "Reading Personality, and Achievement: A Study of Relationships at the College Level," Ed.D., The University of Florida, 1966. Chairman: Vincent McGuire, Vol. XXVII, No. 11, 3780-A. (Order No. 66-11, 125, Microfilm $3.00; Xerography $5.60, 115 pages.)

The purposes of the study were to investigate personality characteristics and patterns of certain reading achievement groups, to compare academically successful and unsuccessful groups, and to investigate the problem of maladjustment in relation to academic performance and reading ability. Subjects were male college freshmen. Those who had scored in the lowest tenth on the Total Comprehension of the Diagnostic Reading Test, Survey Section Upper Level, were considered to be poor readers. Good readers were those who had scored in the upper tenth. The two groups were divided into two sections of achievers and nonachievers, depending on whether they were still in school 3 years later and had maintained satisfactory grades. The Minnesota Multiphasic Personality Inventory was administered to those still in school. Analysis showed the groups to be different in personality and interest composition. In comparing the number of abnormal scores between good and poor readers, there was no statistically significant difference, norwas there a difference in a similar comparison between the achievers and nonachievers.

6935
Movsesian, Edwin Ara. "The Influence of Teaching Music Reading Skills on the Development of Basic Reading Skills in the Primary Grades," Ed.D., University of Southern California, 1967. Vol. XXVIII, No. 8, 3078-A. (Order No. 68-1199, Microfilm $3.00; Xerography $9.70, 213 pages.)

The influence of teaching specific music reading skills on the development of reading vocabulary and comprehension skills and on the elimination of oral reading errors was investigated. The t-test was applied to data obtained from the California Achievement Tests, the Gray Oral Reading Test, and the Survey of Primary Music Reading Development. Results indicated that first and second graders became significantly more efficient in the utilization of basic reading skills, excluding oral reading, when concurrently taught specific music reading skills; that third graders improved significantly in oral reading efficiency; that first graders became significantly more efficient in reading comprehension; and that second graders became significantly more efficient in developing reading vocabulary and comprehension. Recommendations for further research and for implementation of primary grade music reading programs are made.

6936
Myers, Dorothy Charlotte. "The Effects of Letter Knowledge on Achievement in Reading in the First Grade," Ed.D., University of Missouri, Columbia, 1966. Major Adviser: A. Sterl Artley, Vol. XXVII, No. 8, 2449-A. (Order No. 67-956, Microfilm $3.00; Xerography $8.20, 178 pages.)

The achievement of 208 first-grade pupils was compared to determine the relative effects of three approaches to initial reading instruction. One group received initial instruction in letter names which was followed by the teaching of sight words. A second group received initial instruction in letter names and letter sounds which was followed by sight words, and a third group began with instruction in sight words followed by instruction in letter names and sounds. All groups received further instruction in the same basal reader. The experimental instruction began the second week of school and was concluded by the end of the 18th week. The criterion measurements for comparing the three approaches consisted of tests of word knowledge, word discrimination, and comprehension of sentences and paragraphs. Pretests of reading readiness and intelligence were used for statistical control in the analysis of covariance. It was concluded that initial instruction in letter names and letter sounds produced greater achievement in word perception than the other approaches for children with IQ's from 98 to 119. There was no difference in measured comprehension among the three approaches for any of the intelligence levels studied. Initial instruction in letter names and letter sounds appeared to be an aid chiefly to those children who were average on measures of reading readiness, while initial instruction in letter names appeared to be of value mainly for children who were below average on measures of reading readiness.

6937
Myers, Howell Lewis, Jr. "An Analysis of the Motivational Content of Current Basal Reader Stories," Ed.D., North Texas State University, 1967. Vol. XXVIII, No. 3, 911-A. (Order No. 67-8083, Microfilm $4.20; Xerography $14.85, 928 pages.)

The motivational elements of 389 current third- and fourth-grade basal reader stories were compared with findings of a similar study of past basal reader stories. The 23 classifications of psychological thema used, based upon Henry Murray's needs theory of personality, were grouped for discussion as Objectless Behavior, Behavior Primarily in Relation to Things and Events, Altruistic Social Behavior, Egoistic Social Behavior, and Avoidance Behavior. Among the findings, the following are significant--(1) Males and females continued to receive differential treatment. Women were usually placed in subordinate but cooperative roles. (2) Current stories, like those of the past, were unrealistically optimistic. (3) Current stories continued to portray only children with positive character traits. (4) Stories continued to fail in helping children handle frustration, failure, and aggression. (5) Stories inadequately provided encouragement for children in acquiring essential tools of learning in our society. (6) Through increased thema current stories possessed more psychological depth and fiber than previous stories.

6938
Myers, Shirley Darling. "A Comparison of Selected Critical Reading Skills Possessed by Elementary Children of Selected Reading and Intellectual Levels," Ed.D., University of Georgia, 1967. Major Professor: Ira E. Aaron, Vol. XXVIII, No. 10, 3902-A. (Order No. 68-5070, Microfilm $3.00; Xerography $6.40, 134 pages.)

The ability to draw conclusions about printed materials as evidenced by intellectually handicapped, normal, and superior subjects reading at the primary and intermediate levels was studied. Subjects were 1,163 students in 44 Georgia classrooms. The relationships between intellectual level and reading level were tested by analysis of variance and t-tests. The relationships between reading level and the four processes of association memory, conceptualization, comprehension of verbal meaning, and reasoning were handled by regression techniques. Results indicated (1) that the retarded and superior subjects of high instructional levels were better able to handle the critical reading test, (2) that intelligence was a factor related to critical reading skills for normal and superior children of equal ages, and (3) that the four identified processes were related to the reading skills and contributed in varying amounts.

6939
Namkin, Sidney. "The Stability of Achievement Test Scores: A Longitudinal Study of the Reading and Arithmetic Subtests of the Stanford Achievement Test," Ed.D., Rutgers-The State University, 1966. Vol. XXVII, No. 2, 328-A. (Order No. 66-6913, Microfilm $3.00; Xerography $10.15, 222 pages.)

An investigation of pupil growth in reading and arithmetic skills from grades 2 through 8 was conducted to determine the stability of these patterns and to compare patterns with those obtained from longitudinal studies of intelligence. A retrospective study of Stanford Achievement Test scores in paragraph meaning, word meaning, arithmetic reasoning, and arithmetic computation was undertaken. Subjects were 250 ninth graders whose scores were available for fourth, sixth, seventh, and eighth grades. One subgroup's scores were available for the second grade. Data were obtained for both groups by sex. Correlations, mean scores, standard deviations, and the conversion of grade equivalent scores into K-scores to provide an interval scale were used to analyze the data. When the time interval between any two tests was held constant, test-retest correlations increased with increases in grade level at the time of testing. A fairly stable achievement pattern became more stable at higher grade levels. Beginning with second-grade scores, boys showed lower stability patterns than girls. Further results and implications are included.

6940
Nichols, Nancy Jane. "Comparison of Three Methods of Teaching Reading in the Second Grade," Ed.D., Syracuse University, 1967. Chairman: William D. Sheldon, Vol. XXVIII, No. 11, 4540-A. (Order No. 68-5514, Microfilm $3.00; Xerography $8.80, 193 pages.)

Possible differential effects of three contrasting approaches to primary reading instruction on the achievement of pupils at the end of second grade were investigated. A basal reader approach (Ginn Basal Series), a modified linguistic approach (Singer Structural Reading Series, synthetic phonic), and a linguistic approach (Bloomfield, Barnhart, Let's Read) were the instructional treatment approaches studied. Each experimental treatment was used in seven different classrooms. Of the 467 children who took part in the first year of the study, 376 participated in the second year. Achievement was evaluated in the areas of word and paragraph reading, comprehension, reading accuracy, and reading rate. Amount of independent reading, attitude toward reading, skills in word analysis, and the related skills of spelling and written composition were also studied. An analysis of the data showed the means of the linguistic group and the modified linguistic group to be superior to the means of the basal reader group on spelling and word meaning criteria. The linguistic group was superior on oral reading comprehension. The linguistic group read significantly more books as independent reading.

6941
Nicholson, Elsie Mae. "An Investigation of the Oral Vocabulary of Kindergarten Children from Three Cultural Groups with Implications for Readiness and Beginning Reading Programs," Ed.D., Western Reserve University, 1965. Vol. XXVII, No. 3, 710-A. (Order No. 66-8020, Microfilm $3.75; Xerography $13.30, 291 pages.)

The oral vocabulary and concepts possessed by kindergarten children from three socioeconomic levels in response to structured stimuli is described. The socioeconomic levels were upper-, middle-, and lower-class. Data from children (N=209) attending two school systems were analyzed. Taped interviews were transcribed and analyzed for amount and variety of words and for concepts possessed in five areas. The vocabulary derived was compared with the International Kindergarten Union Vocabulary list to discover differences in vocabulary since 1926. It was concluded that children displayed a wide range of words related to space science, technology, and social class values. Social class was a significant determinant of the oral vocabulary used by kindergarten children. Neither sex nor race was a significant determinant of the oral vocabulary used by kindergarten children.

6942
Nurss, Joanne Ruth. "Children's Reading: Syntactic Structure and Comprehension Difficulty," Ph.D., Columbia University, 1966. Vol. XXVIII, No. 2, 503-A. (Order No. 67-9361, Microfilm $3.00; Xerography $6.20, 129 pages.)

An analysis was made of the hypotheses that sentences of greater syntatic complexity would be more difficult reading for primary grade children than would sentences of less complex structure when structural complexity was assessed (1) by structural depth, using Yngve's depth hypothesis and Allen's sector analysis and (2) by structural organization, as defined in traditional grammar. Thirty-six one-sentence stories representing varying structural depths and organizations were read by or to 144 second-grade subjects who had been selected through use or nonuse of a test on vocabulary used in the compositions. Comprehension was tested by a picture comprehension test and an analysis of oral reading errors. Picture comprehension scores showed no significant differences due to structural complexity for students with or without the vocabulary screening test. Listening comprehension was easier than reading comprehension for children not screened on vocabulary. Oral reading and listening comprehension were easier than silent reading comprehension for students who had been screened on vocabulary. It was concluded that at the beginning reading level, vocabulary contributed most to variability in reading difficulty. Syntactic structure affected reading difficulty when measured by oral reading errors but not when measured by the picture comprehension test.

6943
Oakland, Thomas David. "Social Class and Performance on Phonemic and Nonphonemic Auditory Discrimination Tests," Ph.D., Indiana University, 1967. Vol. XXVIII, No. 11, 4490-A. (Order No. 68-7222, Microfilm $3.00; Xerography $5.40, 109 pages.)

Relationships between social class membership and performance on phonemic and nonphonemic auditory discrimination tests were studied, as were relationships between auditory discrimination, articulation, and reading achievement. Subjects were randomly selected first graders composing three socioeconomic groups of 20 subjects: lower-lower (LL), upper-lower (UL), and upper-middle class (UM). Mean IQ's, measured on the Columbia Mental Maturity Scale, were significantly lower for the LL (92.4) and the UL group (94.4) than for the UM group (100.4). The effects of differences were removed through analysis of covariance. Phonemic auditory discrimination was assessed by the Wepman Test of

Auditory Discrimination. Nonphonemic auditory discrimination tests of frequency, intensity, and pattern were developed for the study. Articulation data were supplied by certified speech and hearing teachers. Classroom teachers supplied reading achievement data. The UM group made significantly more correct responses on parts of the phonemic and on several of the nonphonemic tests than the other groups. Articulatory proficiency ratings were unrelated to auditory discrimination scores, social class, and intelligence. Reading achievement measures correlated higher with phonemic than with nonphonemic auditory discrimination scores. There was a significant positive relationship between reading achievement and social class membership. Only one auditory discrimination test correlated significantly with IQ scores.

6944
Olson, Narine Hilchey. "An Analysis of the Relationship between Conventional Reading Readiness Measures and Intellectual Functioning," Ed.D., University of Georgia, 1967. Major Professor: Ira. E. Aaron, Vol. XXVIII, No. 11, 4490-A. (Order No. 68-5072, Microfilm $3.00; Xerography $5.20, 104 pages.)

The purposes of this study were to examine the degree of commonality between selected reading readiness tests and to determine the predictive power of readiness tests and sex as variables contributing to intelligence test performance. The subjects were 294 children enrolled in 15 first-grade classrooms of two rural school systems in northeastern Georgia. All subjects were tested using the Metropolitan Readiness Test, the Lee Clark Reading Readiness Test, and the California Short-Form Test of Mental Maturity, Level 0. The results of data analysis appeared to indicate that administration of more than one reading readiness test was impractical, since the tests seemed to measure the same abilities. This study found no significant difference between the sexes on readiness performance where intelligence was the criterion variable. The results of the regression analysis suggested that administration of both readiness and intelligence tests was valuable since the data indicated that each contributed a significant degree of information not yielded by the other.

6945
Oyster, Mary Mercedes. "An Occupational Study of Reading Specialists in Elementary Schools," Ed.D., University of Kansas, 1966. Vol. XXVII, No. 6, 1156-A. (Order No. 66-13, 056, Microfilm $3.00; Xerography $7.60, 165 pages.)

An occupational survey of the reading specialist's position in the elementary school was conducted. A secondary survey to determine whether remedial reading programs were reaching the culturally deprived was undertaken. A questionnaire was sent to 958 reading specialists in 15 states. There was a return of over 75 percent. The information gathered was organized according to personal data, qualifications, entry and licensure, economic information, and job satisfactions. It was concluded that there is need for more depth training in reading specialization and that the job-satisfactions are related chiefly to the nature of the work. Dissatisfactions stem from the structure and acceptance of the program within the school system. It was concluded that the special reading programs did not seem to be reaching the culturally deprived.

6946
Parker, Elizabeth Ann. "A Manual for Elementary-School Teachers on Teaching Prose Fiction Reading Abilities," Ed.D., Columbia University, 1966. Project Sponsor: Leland B. Jacobs, Vol. XXVII, No. 9, 2952-A. (Order No. 67-2826, Microfilm $3.45; Xerography $12.15, 267 pages.)

A manual for elementary school teachers on teaching prose fiction reading abilities is presented. The scope of the manual limits the means of comprehending prose fiction to those acquired through reading abilities. The concepts essential to understanding prose fiction as an art form and the characteristics of the elements of prose fiction are presented. Ten prose fiction reading abilities and the responses which a reader may make to prose fiction are outlined. Some basic considerations guiding instruction in prose fiction reading abilities and some criteria for the selection of appropriate prose fiction for the 8- to 12-year-old are offered. The manual concludes with an annotated bibliography of books on the nature of prose fiction and children's literature and which proposes references that may be used by teachers and children in selecting prose fiction for the classroom library.

6947
Pascasio, Madeline M. "An Analysis of Content in Contemporary Basic Readers," Ed.D., University of Pittsburgh, 1966. Vol. XXVII, No. 6, 1556-A. (Order No. 66-13, 488, Microfilm $4.60; Xerography $16.20, 357 pages.)

Ten series of contemporary basic readers used in the elementary schools were analyzed and evaluated. With few exceptions, the selection of content for these readers was similar and depended mainly on contemporary fiction. Poetry and biography were included in minimal amounts. There was a limited variety of form at the primary levels. More variety of form was included at the intermediate elementary levels. There was little introduction of diversity of people at home or abroad. Human relations were generally pleasant; conflict was rarely portrayed. Though moral and patriotic lessons were generally avoided, these basic readers stressed specific character traits such as courage. Religion was presented only incidentally.

6948
Peltola, Bette Jean. "A Study of the Indicated Literary Choices and Measured Literary Knowledge of Fourth and Sixth Grade Boys and Girls," Ph.D., University of Minnesota, 1965. Adviser: R. Norine Odland, Vol. XXVII, No. 3, 609-A. (Order No. 66-8920, Microfilm $4.65; Xerography $16.45, 362 pages.)

The reading interests of fourth- and sixth-grade children were investigated, and the patterns of recreational reading of children grouped according to grade, sex, reading comprehension achievement, and characteristics of favorite books were identified. Each of 3,100 children in a midwestern suburban community named his favorite book character and the title of the book in which the character was found. Chi square was used to analyze the data. Children named more than 900 different titles. They named characters of their own sex most frequently. Boys named animal characters second most frequently and female characters least frequently. Significantly more fourth graders named make-believe stories. For the study of patterns, a sample of 823 children was drawn from the population. Each of these children indicated which of 38 books he had read and answered questions concerning the book. A trend was identified since more fourth-grade children chose recommended books and more sixth graders chose not recommended books. The results were unclear for the study of knowledge of books by children who chose different types of favorite characters. Significant differences indicated that more high achieving students than low achieving students knew certain books. No book was known by more than 61 percent of the total sample. There was much individuality in recreational reading. Further results are included.

6949
Perkins, Mary Ellen. "The Effects of a Summer Reading Program on Culturally Disadvantaged Children of First, Second, and Third Grades," Ph.D., University of Minnesota, 1966. Adviser: Guy L. Bond, Vol. XXVII, No. 8, 2450-A. (Order No. 67-24, Microfilm $3.60; Xerography $12.60, 279 pages.)

A population of 801 Negro children who were completing grades 1, 2, or 3 in two elementary schools in Atlanta was divided into two groups. The experimental group consisted of 480 self-selected students who attended a six-week summer reading program. The control group of 321 children did not receive this instruction. The Bond-Balow-Hoyt New Developmental Reading Test was administered to the population three times: (1) as a pretest, (2) as a post-test, and (3) as a followup test approximately 8 months after the post test. The California Test of Mental Maturity, Short Form, Level 1, 1963 Revision was used to assess mental capacity. Findings revealed that over the summer (1) girls made greater gains than boys, (2) the experimental group gained more than the control group at all grade levels and at the three IQ levels, (3) of the three IQ levels the upper intelligence level made the largest gains and the lower intelligence level made the smallest gains, and (4) the third grade made the largest gains and the first grade the smallest gains. During the followup school year the significant differences between treatment groups were lost. The first grade group made the largest gains in second grade, and the third grade group made the smallest gains in fourth grade. There was significant interaction among grade level and IQ level during the followup year.

6950
Pfau, Donald Wright. "An Investigation of the Effects of Planned Recreational Reading Programs in First and Second Grade," Ed.D., State University of New York at Buffalo, 1966. Chairman: Richard Salzer, Vol. XXVII, No. 6, 1719-A. (Order No. 66-13, 086, Microfilm $3.00; Xerography $10.15, 223 pages.)

Five experimental classrooms were given, in addition to the period of basal reading instruction, approximately 40 minutes daily for free reading and for activities which encouraged written, oral, and creative involvement with the materials read. Five control classrooms pursued the regular program of basal reading instruction. A comparison of the two groups was made to determine the influence of a supplementary program of recreational reading on children's interest in reading, reading achievement, and other language functions. Influential differences for males and females and for schools represented in the sample were also investigated. It was concluded that the availability of appealing books, additional time for free reading, the sharing of reading experiences, and a concerted effort to create an atmosphere conducive to enjoyment of reading contributed to greater interest in reading, more reading activity, and greater use of the library for the experimental group. The experimental group was significantly superior on vocabulary measures and mean length of written sentences. No significant differences were found between the groups in spelling achievement and mean length of oral sentences. No evidence was produced which suggested that the experimental program differed in its influence on males and females or with respect to particular school communities.

6951
Pfost, Howard Philip. "Test Anxiety Desensitization as Related to Gains in Remedial Reading," Ed.D., George Peabody College for Teachers, 1966. Major Professor: Donald Neville, Vol. XXVII, No. 5, 1296-A. (Order No. 66-11, 233, Microfilm $3.00; Xerography $5.00, 97 pages.

The efficacy of a test anxiety desensitization treatment in improving the reading gain of a group of highly test anxious male readers enrolled in a remedial reading setting was examined. Twenty-two boys ranging in age from 9 through 14 were identified as being highly test anxious by scores on the Test Anxiety Scale for Children (TASC). The experiment lasted 6 weeks. The experimental group received desensitization treatment along with remedial reading. The control group received remedial reading. The desensitization treatment consisted of a graded presentation of a test situation with concurrent presentation of positive reinforcement. Reading tests and the TASC were administered as pre-post measures. Difference scores were used to analyze the data. The control group made significantly more gains in oral reading. The experimental group gained more in silent reading comprehension than in silent reading vocabulary. It was concluded that if desensitization took place in the study, the control treatment was just as effective as the experimental treatment.

6952
Phelps, Robert Edward. "The Measurement of Manifest Anxiety in Young Children and Its Relationship to Later Reading Achievement," Ph.D., The University of Connecticut, 1967. Vol. XXVIII, No. 9, 3516-A. (Order No. 68-1392, Microfilm $3.00; Xerography $7.40, 158 pages.)

The relationship between a verifiable aspect of emotional adjustment and later reading achievement was determined. The Children's Manifest Anxiety Scale (CMAS) was modified for use at the beginning of the first grade to fulfill needs for this study. Subjects were divided into high anxiety and low anxiety groups on the basis of the upper and lower 25 percent of the CMAS scores. The scores of the two groups were compared on reading achievement tests given at the end of first grade. Multiple correlations were made to check whether the CMAS would improve reading achievement prediction. Correlations between the CMAS and reading achievement were negative, and many were significant. Correlations between the CMAS and IQ and readiness scores were negative and for the most part significant. Multiple correlations using IQ and readiness as predictors of achievement in combination with the CMAS were mostly significant, but the CMAS did not appreciably increase the correlation. The low anxiety group consistently scored higher in achievement. The moderate anxiety group scored between the high and low groups. Expectancy tables showed that over 80 percent of the children above the cutoff score on the CMAS fell below the median on several measures of achievement, including a rank-order rating by the teachers.

6953
Pineault, Sister Candide. "A Study of the Effects of Kindergarten Experience on Vocabulary," Ph.D., Cornell University, 1967. Vol. XXVIII, No. 3, 972-A. (Order No. 67-11, 349, Microfilm $3.00; Xerography $4.60, 89 pages.)

Three groups of 5-year-olds were equated for age and socioeconomic status according to Blishen's "Occupational Class Scale." The control group of nonkindergarteners and one experimental group of kindergarteners were 116 French-Canadians from Chicoutimi, Quebec. A second experimental kindergarten group included 54 Americans from Ithaca, New York. Both kindergarten classes attended school 2½ hours daily, 5 days per week, for the school year. Form B of the Peabody Picture Vocabulary Test (PPVT) was administered to the 170 subjects at the beginning and end of the school year. It was found that the kindergarten groups had a higher mean IQ gain, as measured by the PPVT, than the nonkindergarten group. Kindergarten was found to be of greater help to children from lower social classes, since children from upper classes entered kindergarten with higher IQ's and therefore improved less than their lower level classmates. The low socioeconomic kindergarten groups' IQ gains were higher than the low socioeconomic nonkindergarten group's gains; however, there was a 5 point IQ gain for the nonkindergarteners. Family size and IQ gains did not correlate significantly for Canadians or Americans. There was no correlation between birth order and IQ gain for the Americans, but first-born Canadian children made greater gains.

6954
Pless, Herbert. "The Use of Structural Analysis by High School Biology Students as a Method for Learning and Retaining the Definitions of Technical Vocabulary Terms," Ed.D., Temple University, 1966. Vol. XXVII, No. 11, 3634-A. (Order No. 67-6256, Microfilm $3.00; Xerography $8.20, 177 pages.)

Vocabulary booklets specially designed to accent structural elements in conjunction with the on-going biology program were used with tenth-grade biology students in the experimental group. Control group students used a vocabulary instruction booklet which lacked the special design described for the experimental group. A pretest, unit tests from the text "Modern Biology" by Truman J. Moon and others, a midterm vocabulary test of terms not specifically taught but with common structural elements to those taught, and a final vocabulary test six months later were administered to all students. Data for 200 students were analyzed. It was concluded that experimental group subjects learned and retained more definitions of selected biology terms than control group subjects. This conclusion was particularly relevant in the case of male students. Suggestions for further investigations are made.

6955
Powell, Merrill Moseley. "An Analysis of Reading Level and Content of the Alabama State-Adopted High School Chemistry Texts for the Year 1964-65," Ed.D., University of Alabama, 1966. Vol. XXVII, No. 5, 1205-A. (Order No. 66-11, 374, Microfilm $3.00; Xerography $8.80, 194 pages.)

Six high school chemistry textbooks approved for use in Alabama public schools were analyzed to determine if the contents were up-to-date. A criteria list by Summers was used. A representative sample of high school chemistry teachers, university staff, and the state science consultant were asked to rate the importance of topics. The readability of the texts was determined by the Dale-Chall formula. The reading levels of the students enrolled in chemistry were determined by the California Reading Test. The textbooks were rated on an A to F scale. Generally, the texts were written at levels 13-15 which are too high for many students. The median reading level for 342 high school chemistry students tested was 12.4. The range was from 6.8 to 15.8. No student whose reading level was lower than 10 received a grade higher than 'C' in high school chemistry in the sample tested. Most of the texts are written at levels above the students' reading levels. Textbook adoption committees have adopted the best texts according to Summers' criteria, in most cases.

6956
Price, Alvin Harold. "The Effect of Subject Response Mode and Peer Social Reinforcement on Children's Learning in Programmed Instruction," Ph.D., University of Minnesota, 1966. Adviser: Bjorm Karlsen, Vol. XXVIII, No. 1, 130-A. (Order No. 67-7773, Microfilm $3.00; Xerography $5.60, 115 pages.)

A training program for the acquisition of a sight vocabulary of 24 nouns was presented on an autoinstructional device to 60 nonreading kindergarten children to explore the effect of social reinforcement and response mode parameters. Social reinforcement was defined as the presence of a noninteracting peer who sat behind the subject and observed his work during the training trials. Covert responders were defined as those who observed another child respond overtly to the training task. The results indicate that the method of training used was effective with kindergarten children. Subjects who worked in the presence of a noninteracting peer did not have significantly better post-test scores on the criterion test than subjects who worked by themselves. There is tentative evidence that subjects who responded overtly to the training programs scored significantly higher than the subjects who responded covertly.

6957
Ramstad, Peggy Ann. "A Linguistic Theory of Reading," Ph.D., Michigan State University, 1967. Vol. XXVIII, No. 12, 4958-A. (Order No. 68-7949, Microfilm $3.00; Xerography $4.60, 90 pages.)

Ten premises form a reading theory based on pertinent research findings in synchronic structural linguistics. (1) Learning English orthographic phoneme-grapheme relationships and learning to translate a graphic message into its oral representation are major steps used by beginning readers who can express and understand oral communication. (2) The major source of instructional material should be a recording of student-dictated messages. (3) Instruction in what was recorded and why should relate to the total message, using the sentence as the major teaching unit with references to its structure for detail clarification. (4) Instruction should utilize the principle that the language system is based on meaningful pattern contrasts. (5) Grammar (the relationship of intonation contours, sentence patterns, word functions, and word form changes to lexical meaning and pronunciation) should be taught concurrently with reading. (6) Students should read all materials aloud in conversational style. (7) Phoneme-grapheme relationship instruction should be developed by spelling pattern lists and related to sentence structure. (8) Writing ability should be developed concurrently with reading ability. (9) Instructional materials written for the student should utilize his oral language patterns. (10) Student oral language development should accompany reading instruction so that instructional materials can increase in complexity to allow independent translation of formal writing.

6958
Ransom, Grayce Annable. "Aural-Visual Independent Activities in First-Grade Reading Programs," Ph.D., University of Southern California, 1967. Chairman: Professor Naslund, Vol. XXVIII, No. 7, 2454-A. (Order No. 67-17, 694, Microfilm $3.00; Xerography $8.00, 173 pages.)

The effects of the use of investigator-prepared, aural-visual and visual supplementary first-grade materials were studied. Ten experimental and five control classrooms were selected randomly from an elementary district of a large city school system in Southern California. The following conclusions were reached after a year-long study. (1) Boys seemed to need intensive training in auditory discrimination. (2) High scores on language perception tests seemed to be more closely related with good comprehension than were high scores on vocabulary tests. (3) Independent skill-reinforcement activities yielded greatest benefits for above-mean IQ groups. (4) Below-mean IQ groups (particularly boys) seemed to profit more from teacher-prepared supplementary materials than from investigator-prepared materials. Additional study using a research design which provides investigator-prepared materials for above-mean IQ groups and teacher-prepared materials with below-mean IQ groups is recommended.

6959
Reed, Estella E. "An Investigation of the Relative Effect of the Study of Syntax and Paragraph Structure on Reading Comprehension of Monolingual and Bilingual Pupils in Grade Seven," Ed.D., Indiana University, 1966. Chairman: Leo Fay, Vol. XXVII, No. 6, 1721-A. (Order No. 66-12, 678, Microfilm $3.00; Xerography $6.80, 144 pages.)

The effect of the study of syntax and paragraph structure on the reading comprehension of monolingual and bilingual pupils in grade 7 was studied. For 15 weeks, an experimental group of 84 students was given a series of 30 reading lessons in their regular English classes. Study sheets stressing syntactical units in sentences and/or paragraph structure as an aid to literal comprehension were used. Extended practice in reading was given through library guidance and Gates-Peardon Practice Exercises in Reading. The control group (83 students) was not given a definite program of reading instruction. The Paragraph Comprehension subtest of the Nelson Reading Test, Grades 3-9, was used to measure achievement. The findings revealed that the experimental group was significantly superior to the control group in gain score on the Paragraph Comprehension Test. There was no significant difference in achievement between monolingual pupils in the experimental group and monolingual pupils in the control group, but the achievement of the bilingual pupils in the experimental group was significantly higher than the achievement of the bilingual students in the control group. Although the 30 reading lessons helped all students in the experimental group, it was suggested that the greatest value of the study might lie in its contribution to teaching methodology for use with bilingual junior high school pupils.

6960
Regensburg, George Ervin. "Relationship between Participation in a Reading Improvement Course and Grade-Point Averages of College Freshmen," Ed.D., Rutgers-The State University, 1966. Vol. XXVII, No. 6, 1559-A. (Order No. 66-12, 078, Microfilm $3.00; Xerography $4.00, 71 pages.)

The relationship of grade-point averages to participation in a voluntary reading improvement course was investigated. Four matched groups of college freshmen divided into two experimental and two control groups were involved. The groups were matched on the basis of sex, age, intelligence quotient, total reading score, and high school graduating rank. Moreover, motivation was controlled by establishing one control group composed of students who had been denied admission to the reading improvement course and one control group of students who had been notified of their reading deficiencies but chose not to participate. At the end of one semester, there was no significant difference between the grade-point averages of the experimental and control groups. However, a significant relationship was found between high school rank and grade averages. A secondary phase of the study regarding social class indicated a significantly greater need for remedial reading among the lower social class students. Both social classes were equally willing to enroll in a reading improvement course when informed of the need.

6961
Rhodes, Odis Idean. "The Effects of Extended Activity on First-Grade Reading Readiness and Achievement," Ed.D., University of Houston, 1967. Vol. XXVIII, No. 11, 4390-A. (Order No. 68-6878, Microfilm $3.00; Xerography $6.60, 138 pages.)

Extended activities for first graders were investigated to determine their influence on reading readiness and reading achievement. The study was conducted in four elementary schools. Two schools, one classified as activity-rich and one classified as activity-poor, were paired and assigned to each method -- basal reader and extended activity. Pretesting and post-testing were done with alternate forms of the Metropolitan Readiness Tests and the Stanford Achievement Test, Primary I Battery. The experimental group took eight field trips. Activity-poor groups showed more relative gain in reading readiness than activity-rich groups, regardless of the method used. Both methods produced approximately the same results in reading achievement.

6962
Richardson, Norma Sexton. "A Study of Three Methods of Teaching Word Recognition Skills," Ed.D., Arizona State University, 1966. Chairman: Donald E. O'Beirne, Vol. XXVII, No. 4, 998-A. (Order No. 66-9820, Microfilm $3.00; Xerography $4.60, 87 pages.)

Three different instructional approaches in teaching word recognition skills to beginning readers were studied to determine whether instructional emphasis on letter similarities or on letter dissimilarities or whether a combined method of similarities and dissimilarities would be most effective in developing word recognition skill. Nine first-grade classes were selected randomly from the public schools of Tempe, Arizona. None of the methods was significantly superior in teaching word recognition skills. The length of the period of instruction did make a significant difference at the .05 level. An examination of the method-time interaction showed that the dissimilarity and combined methods were characterized by an initially high achievement level in word recognition which was followed by a marked decline and a partial recovery. It would appear that these methods should be utilized when a short time period is available.

6963
Riggs, Corinne Whitlow. "The Construction and Evaluation of a Programmed Text on the Interpretation of Graphs for Grade Five," Ed.D., University of California, Los Angeles, 1966. Chairman: Wilbur H. Dutton, Vol. XXVII, No. 9, 2748-A. (Order No. 67457, Microfilm $3.00; Xerography $7.40, 156 pages.)

The purposes of this study were (1) to write a programmed instructional test on the interpretation of graphs for grade five, (2) to construct a test of prerequisite skills needed for working through the program, (3) to develop a graph test to be used as a criterion measure, and (4) to experimentally evaluate these materials. Multiple choice responses were required for the Graph Test and the Prerequisite Skills Test. The subjects were 393 fourth- and fifth-grade pupils from 14 classrooms which composed the four experimental and control groups. It was found that the Graph Test was a reliable instrument for measuring graphic interpretation. Predictions of performance on the Graph Test could be made from IQ scores and from the Prerequisite Skills Test. The program was significantly effective in improving skills of graphic interpretation as measured by the experimental tests and the Iowa Test of Basic Skills. The program was as effective for boys as it was for girls.

6964
Riggs, Sheldon Kenneth. "Manifestations of Impulse, Ego, and Superego in Boys Identified for Remedial Reading Instruction in a Public School System," Ed.D., University of Maryland, 1967. Supervisor: John J. Kurtz, Vol. XXVIII, No. 11, 4492-A. (Order No. 68-7034, Microfilm $3.00; Xerography $6.00, 121 pages.)

This study explored a possible relationship between defects in, or malfunction of, the dynamics of basic personality structure and the existence of specific reading disabilities. Subjects were 26 boys enrolled in two remedial reading clinics and 26 boys whose reading skills had developed normally. Groups were matched for age, sex, mental ability, school attended, classroom attended, and family socioeconomic status. Basic personality structure was assessed with the IES Test by Dombrose and Slobin (1958). Directional tendencies indicated that remedial readers had more impulse strength than did readers. Remedial readers tended to have less ego strength than readers. No clear evidence of superego strength was established by the data. While the study provided evidence of significant group differences in superego strength between remedial readers and readers, there was no evidence to indicate how these differences were manifested behaviorally. Conclusions were that there is a relationship between defects in, or malfunction of, the dynamics of basic personality structure and the existence of reading disability. The procedures used in this study showed potential for coping with the problem of identifying or more clearly describing an operational definition for the term "personality maladjustment." The IES offered the critical advantage of objectively quantifying the psychic structure of impulse, ego, and superego.

6965
Ringler, Leonore. "Verbal Learning Sequences with Retarded Readers," Ph.D., New York University, 1965. Vol. XXVII, No. 5, 1269-A. (Order No. 66-9514, Microfilm $3.00; Xerography $7.60, 165 pages.)

The effectiveness of verbal learning sequences in reading skills using different response modes with retarded readers of varying levels of intelligence was investigated. Ninety pupils were randomly selected and randomly assigned to one of three treatment groups. All pupils were at least 2 years retarded in reading ability and had reading levels of five or higher. Group one used verbal sequences and responded overtly. Group two responded covertly. Group three received conventional instruction. All groups met for 15 sessions with the same instructor. Building Reading Power was administered as a pretest and post-test and as a delayed post-test. Analysis of variance, t tests, and correlation were used to analyze the data. All pupils achieved an increment in learning reading skills. For the experimental group using overt responses, there was a significant negative correlation between intelligence and delayed recall. It was concluded that both covert and overt response modes are equally effective. Verbal learning sequences with overt responses benefited slower ability pupils more than pupils of higher ability levels.

6966
Roberts, Dennis Michael. "The Relationship between Certain Structure of the Intellect Factors and Vocabulary Learning at Different Stages of Practice," Ed.D., The Florida State University, 1967. Major Professor: F. J. King, Vol. XXVIII, No. 7, 2566-A. (Order No. 68-377, Microfilm $3.00; Xerography $7.20, 153 pages.)

The relationship between certain ability variables hypothesized to be important in vocabulary learning and criterion measures taken at different stages of practice was studied. The phenomenon of "learning how to learn" was studied also. Two forms of vocabulary learning materials were developed: (1) word meanings taught through the use of synonyms (SYN method) and (2) word meanings taught through the use of dictionary definitions (DEF method). Sixty difficult vocabulary words were selected and randomly distributed to 15 different word sets. The subjects, tenth-grade English students in advanced, average, or below average classes, received one type of material, one set per day for 10 days. They were switched to the other type of materials for 3 days and returned to the original type for the final 2 days of the study. The subjects were given a battery of eight tests from Guilford's structure of the intellect model. In the SYN group, correlation between ability tests and criterion achievement and time scores showed significant decreasing trends over stages of practice. In the DEF group, no significant trends were found between ability and achievement. Correlations between ability measures and time indicated trends similar to those of the SYN group. Evidences of the "learning how to learn" phenomenon were found in the SYN group where subjects progressively improved on the achievement test and took less time doing it. The SYN group showed significantly better performance when switched to the DEF materials than did the DEF group when switched.

6967
Robinson, Joanne Adley. "The Development of Certain Pronunciation Skills in the Case of Suffixed Words," Ed.D., Harvard University, 1967. Vol. XXVIII, No. 10, 4009-A. (Order No. 67-14, 243, Microfilm $3.00; Xerography $8.40, 185 pages.)

The development, from grade 3 to adulthood, of the ability to form suffixed words and of the ability to pronounce these words with correct syllabic stress was investigated. A series of pseudowords and actual English words suffixed with "tion" or "ity" were presented to the subjects. One-half of these words required a shift of syllabic stress: one-half did not. Results indicated (1) that there were regular developmental progressions in the abilities measured, (2) that subjects handled actual words better than pseudowords, and (3) that there was an interaction between the ability to handle syllabic stress shift and the particular suffix involved. It was concluded that, to a large extent, particular words and their pronunciations are learned as individual items rather than as exemplars of stress shift and suffix formation rules.

6968
Roderick, Jessie Alice. "Some Relationships between Creativity and the Reading Preferences and Choices of a Group of Sixth Graders," Ed.D., Temple University, 1967. (Order No. 67-11, 434, Microfilm $3.40; Xerography $11.05, 264 pages.) Vol. XXVIII, No. 3, 1012-A.

The reading preferences and choices of 100 sixth graders were analyzed and compared with a panel of authorities' predictions of appeal to the most or least creative child. Subjects were divided into high, middle, and low creative groups according to scores on the Minnesota Tests of Creative Thinking. During a 3-month period, each child, as a member of the Explorers' Book Club, read from a list of 30 titles and indicated in a log if he liked a book, if it was all right, or if he didn't like it and gave the reasons for his reactions. The judges also gave reasons for their ratings of the book's appeal. Significant differences occurred among the means of preferences that high, middle, and low creatives expressed for books rated as appealing to the most creative child but not for books rated as appealing to the least creative. High creatives, and to a lesser extent middle creatives, liked and read more books than did the low creatives. It was concluded that low creativity was more of a detriment to reading than high creativity was an asset. Differences in preferences for types of literature appeared to be related to sex but not to creativity. To some extent, book preferences of children of varying degrees of creativity tended to agree with authorities' predictions, but children's reasons for liking or disliking books were not always the ones adults predicted they would be.

6969
Rodgers, Frederick Alexander. "Basic Study Skills as Related to Each Other and to General Achievement, Mental Ability, and Reading Abilities in Grade Six," Ed.D., University of Illinois, 1966. Vol. XXVII, No. 11, 3783-A. (Order No. 67-6715, Microfilm $3.00; Xerography $9.45, 208 pages.)

The purpose of this study was to determine how measures of a selected group of basic study skills were interrelated and how each of these was related to measures of general achievement, mental ability, and selected reading abilities. Seven standardized tests and one nonstardized test developed for the study were used. An item analysis was performed in order to rearrange test items under the five basic study skills defined in this investigation. The results showed that measures of a selected group of basic study skills were positively intercorrelated and that each of these skills was positively correlated with measures of general intelligence, specific and general achievement, and measures of selected reading and general reading abilities.

6970
Root, Jane Hudson. "A Comparison of Two Measures of Associative Learning and Their Relationship to Reading Achievement," Ph.D., Syracuse University, 1967. Supervisor: William D. Sheldon, Vol. XXVIII, No. 10, 4009-A. (Order No. 68-5486, Microfilm $3.00; Xerography $5.60, 115 pages.)

The relationship of the Gates Associative Learning Test and the Root Associative Learning Test to reading achievement was investigated. Subjects were 101 fourth, fifth, and sixth graders. One-half of the subjects were reading above their mental age expectancy, one-half below. Their mean scores were compared for the two associative learning tests and for a standardized reading achievement test. Results indicated that although tests of associative learning seemed to be correlated with tests of reading ability, the large percentage of children who scored high on reading achievement but low on associative learning cast doubt on the meaning of such imperfect performance in poor readers. The normative data supplied by the author of the Gates test seemed questionable, and neither the Gates nor the Root tests proved suitable for individual diagnostic purposes.

6971
Rose, Grace Darling. "An Exploratory Study of Teacher Education in Teaching (Research Study No. 1)," Ed.D., Colorado State College, 1964. Vol. XXVIII, No. 1, 147-A. (Order No. 65-259, Microfilm $3.00; Xerography $6.20, 129 pages.)

Data on the instructional problems of 28 beginning elementary school teachers were submitted by the teachers and their supervisory personnel. Group A trained in the teaching of reading in an integrated language arts course. Group B trained in the teaching of reading in a specific course with laboratory experiences in public school classrooms. Comparisons of data disclosed that Group B identified more instructional problems during the first 6-week period than did Group A. The reverse was true during the second 6-week period. Supervisory personnel reported more observable instructional problems for Group A trained in an integrated course than for Group B. Beginning elementary teachers trained in a specific reading course made earlier identification of more instructional problems in teaching reading and found them less difficult to deal with than did those beginning elementary teachers trained in an integrated language arts course.

6972
Rosenfield, Sylvia Schulman. "The Effect of Perceptual Style on Word Discrimination Ability of Kindergarten Children," Ph.D., The University of Wisconsin, 1967. Supervisor: Philip Lambert, Vol. XXVIII, No. 12, 4914-A. (Order No. 67-17, 007, Microfilm $3.00; Xerography $5.20, 103 pages.)

The usefulness of analytic perceptual style as a predictor of visual discrimination level was studied. Subjects were 60 kindergarten children divided into analytic and nonanalytic groups of boys and girls. One-half of each group received discrimination training. Analysis of variance indicated that nonanalytic boys did significantly poorer on the Word Discrimination Test than their analytic peers. No significant differences were found for girls. An analysis of covariance and an examination of the improvement pattern of the groups indicated that non-analytic boys who had received discrimination training improved more than any other group.

6973
Row, Barbara Henderson. "Reading Interest of Elementary School Pupils in Selected Schools in Muscogee County, Georgia," Ed.D., Auburn University, 1968. Supervisor: Edgar L. Roughton, Vol. XXVIII, No. 11, 4391-A. (Order No. 68-6202, Microfilm $3.00; Xerography $7.80, 170 pages.)

Reading interests of elementary pupils as observed by their teachers and as expressed by the pupils were studied. Conferences were held with the 89 participating teachers in six schools, and a questionnaire was compiled to determine the areas of greatest pupil reading interest as observed by teachers. Personal interviews were conducted with the 1,309 primary grade pupils to determine areas of interest. The 1,360 intermediate pupils completed questionnaires. Analysis of data indicated (1) that primary teachers were more able to select the interest areas ranked highest by pupils than were intermediate grade teachers; (2) that there was a significant difference at each elementary grade level between boys' and girls' interests; (3) that there was a significant difference between Negro and white pupils interests at most levels; and (4) that there were differences in interest among grade levels. Primary pupils preferred animal and fantasy stories whereas intermediate pupils showed a wide range of interest.

6974
Rowell, Charles Glennon. "Change in Attitude toward Reading and Its Relationship to Certain Variables among Children with Reading Difficulties," Ed.D., George Peabody College for Teachers, 1967. Major Professor: Gilbert Shearron, Vol. XXVIII, No. 5, 1630-A. (Order No. 67-15, 001, Microfilm $3.00; Xerography $7.60, 161 pages.)

The relationships between change in attitude toward reading of disabled readers and achievement in basic reading skills, change in level of comprehension, achievement in reading vocabulary, sex, socioeconomic status, and age were studied. Forty randomly selected elementary and junior high school students who participated in a corrective reading program were subjects. The control group included 30 students who were recommended but who did not participate in the program. Attitude toward reading was measured by a locally constructed instrument. Achievement in reading was measured by the Silent Reading Diagnostic Tests and the Gates Basic Reading Tests. Warner's Scale of Index of Status Characteristics was used to determine socioeconomic status. It was concluded that the corrective program was effective in improving both reading skills and attitude toward reading. The program was also effective in improving attitudes toward conventional reading activities. The results indicated that success in learning skills is important to the development of positive attitudes toward reading. Sex, age, and socioeconomic level were not significant.

6975
Ruark, Roger D. "The Understanding of Basic Reading Concepts by First-Grade Children from Indian and Non-Indian Cultural Groups," Ed.D., University of South Dakota, 1967. Supervisor: Cecil Kipling, Jr., Vol. XXVIII, No. 8, 2918-A. (Order No. 68-1143, Microfilm $3.00; Xerography $8.20, 178 pages.)

The differences in the understanding of basic reading concepts by 180 first-grade children from Indian and non-Indian cultural groups were examined with respect to the effect of sex and intelligence on their success. The statistical designs utilized for the treatment of data were analysis of variance and analysis of covariance. It was concluded that insofar as the devised test was a measure of the understanding of concepts found in basic reading textbooks, there were real differences in the understanding of first-grade children representing culturally discrete groups, regardless of whether the factor of intelligence was statistically controlled. Sex was not a significant factor.

6976
Saltz, Martin. "A Comparative Analysis of Selected Basal Reading Series," Ph.D., The University of Connecticut, 1965. Vol. XXVIII, No. 9, 3383-A. (Order No. 66-886, Microfilm $4.95; Xerography $17.55, 386 pages.)

Six selected series of basal readers currently in use were analyzed to determine specific skills taught, similarities and differences in skills taught and in sequence used, amount of practice materials available for maintaining the skills, and differences in skills introduced and maintained within a grade level. One hundred and thirty-nine skills were identified, of which 28 were classified as word analysis skills, 37 comprehension and interpretation skills, 28 language skills, 42 study skills, and 4 miscellaneous skills. Only 41 of these skills were found in all six series. Greater agreement was established among the series on word analysis, comprehension, and interpretation skills than on language or study skills. Appreciable agreement was found on the proper level to introduce word analysis skills but not study skills. Readers in one series were not found to be necessarily comparable to readers at the same level in another series. Few new skills were introduced beyond grade 3. The intermediate level appeared to provide more time for the introduction and development of higher level skills than was being provided. A need to move beyond the basal reader series for necessary training not provided therein was determined.

6977
Sample, Gerald Taulbee. "A Comparative Study of the Scope, Sequence, and Timing of the Introduction of Phonics as Practiced by Some Publishers of Reading Series," Ph.D., University of Oklahoma, 1966. Major Professor:

Fred A. Sloan, Jr., Vol. XXVII, No. 2, 334-A. (Order No. 66-8093, Microfilm $3.00; Xerography $4.60, 90 pages.)

A comparison of the scope, sequence, and timing in programs of phonetic analysis of eight basic reading series is reported. Teachers' manuals accompanying each of the eight beginner reading series were the source of data. Tabulations were made of the introduction of each element of phonetic analysis, and a record was kept of each time the element received additional attention. An analysis of the tables developed in the study revealed that all eight series gave considerable attention to the introduction of phonetic analysis. One series presented no phonetic analysis on the preprimer level, and another presented all vowels and consonents, three blends, three digraphs, and some phonetic generalizations on the same level. There was no agreement among the series in terms of the total number of phonetic elements and the number of times the pupils' attention was specifically directed to a particular element.

6978
Santoro, Roseann Marie. "The Relationship of Reading Achievement to Specific Measures of Visual Perception, Visual-Motor Perception, and Intelligence," Ph.D., Fordham University, 1967. Mentor: Barbara W. Lake, Vol. XXVIII, No. 10, 4010-A. (Order No. 68-3720, Microfilm $3.00; Xerography $6.80, 141 pages.)

The relationship of reading achievement to specific measures of visual perception, visual-motor perception, and intelligence was investigated. Subjects were 100 first-, second-, third-, and fourth-grade girls. Data were collected after administration of the California Achievement Tests, the Otis Quick Scoring Mental Ability Test, the Seguin Form Board, the Santoro Visual Perception Test, and the Keystone Ready-to-Read Test. Results indicated that intelligence and visual perception were important to reading achievement at the first- and second-grade levels. At the third-grade level none of the variables was significantly correlated with reading achievement. At the fourth-grade level intelligence was highly correlated with reading achievement. Further study at the preprimary level was recommended.

6979
Scheffert, Ralph Edgar. "The Design, Implementation, and Evaluation of a Developmental Reading Program in Grades Seven and Eight at Mendham Borough School, Mendham, New Jersey," Ed.D., New York University, 1967. Chairman: William Van Til, Vol. XXVIII, No. 10, 4060-A. (Order No. 68-4818, Microfilm $3.30, Xerography $11.50, 253 pages.)

The purposes of this study were to design, implement, and evaluate a developmental reading program in grades 7 and 8 at Mendham Borough School, Mendham, New Jersey. A conceptual framework for designing a reading program was formulated, and a pilot reading program was established. A teacher inservice education program was developed. Pre- and post-tests were administered to subjects to measure their reading achievement. Findings raised questions as to the need for reading instruction beyond grade 7 for pupils with high intellectual ability who had attained mean scores 2 or more years above grade level. It was suggested that the 1-year concentrated developmental program as conducted in the study was sufficient in grade 7 and that the maintance and development of reading skills could be continued in subject area, guidance, and library classes in grade 8. It was postulated that there is a limit of reading power reached in grade 7 or 8 and that reading power increases beyond this limit are due to variables such as intelligence or experiential background.

6980
Schulte, Carole. "A Study of the Relation of Oral Language to Reading Achievement in Second Graders," Ph.D., The University of Iowa, 1967. Chairman: Professor Siegmar Muehl, Vol. XXVIII, No. 7, 2458-A. (Order No. 67-16, 836, Microfilm $3.00; Xerography $7.40, 160 pages.)

The purpose of this study was to investigate the relationship between oral language and reading achievement of subjects with average intelligence and comparable social backgrounds and to determine whether any aspects of language usage discriminate between average or above average readers. The oral language sample was obtained individually by using a series of pictures and was analyzed for (1) traditional measures of word production, quantitative measures with response units, speed of word production, and (2) measures of syntactical structure within 50 communications units such as pattern analysis or analysis of satellite groups. The results showed three language variables which consistently discriminated between the good and poor reading groups: (1) the number of different words used in describing the picture series, (2) the measure ss, a measure of syntactical complexity which is the satellite segment (usually a clause in the object or the predicate nominative position), and (3) the use of a movable expression of purpose, cause, or condition which may be either a phrase or a subordinate clause. These findings indicated that the placement, type, and fillers of subordination may be more important than a general measure of subordination in studying children's language.

6981
Schulte, Emerita Schroer. "The Independent Reading Interests of Children in Grades Four, Five, and Six," Ph.D., The Ohio State University, 1967. Adviser: Loren R. Tomlinson, Vol. XXVIII, No. 9, 3384-A. (Order No. 68-3063, Microfilm $3.65; Xerography $12.85, 283 pages.)

The independent reading interests of fourth, fifth, and sixth graders were identified and the relationships between these interests and grade level, sex, availability and use of school and public library facilities, instructional reading approach in the classroom, and residential group membership were determined. Predominant interests were fiction and biography. Boys were most interested in action and adventure stories. Girls preferred stories concerning personal problems and relationships. A decrease in independent reading, attributed to increased academic and social activities which allowed less time for reading, was apparent from grades 4 to 6. Interests in most literary categories were highest for rural children and lowest for suburban children. Reading approach in the classroom seemed to have little effect on interest. Children who had available library facilties were more interested than those who had only room collections.

6982
Schwyhart, Frederick Keith. "Exploration of the Self Concept of Retarded Readers in Relation to Reading Achievement," Ed.D., University of Arizona, 1967. Director: Ruth Strang, Vol. XXVIII, No. 4, 1218-A. (Order No. 67-12, 212, Microfilm $5.10; Xerography $18.00, 397 pages.)

The self-concept of 35 ninth-grade retarded readers involved in a reading improvement program was obtained through five different techniques--sentence completion, Q-Sort of Adjectives, self-description, self-portrait, and an individual interview. While only a little over half of the students actually showed reading improvement, almost all felt that their reading had improved. Responses in the self-concept reports such as dumb, stupid, no confidence, fear of reciting, and fear of being looked at revealed the students' feelings of inadequacy, incompetence, and their years of failure and frustration. The study emphasized the importance of recognizing the uniqueness of each student and of meeting this uniqueness with individualized instruction.

6983
Seifert, Joan G. "The Relationship between Visual Motor Perception and the Speed of Eye Movements by Selected Boys," Ph.D., Kent State University, 1967. Director: Roy W. Caughran, Vol. XXVIII, No. 11, 4493-A. (Order No. 68-6221, Microfilm $3.00; Xerography $5.40, 107 pages.)

An investigation was made of reaction time to print using the Reading Eye Camera and the Bender Visual Motor Gestalt Test. Also, studies were made to determine whether boys classified as disabled readers had a significantly slower reaction time to print than boys who were able readers and whether there was a positive relationship between the severity of reading disability and reaction time to print. Twenty-four boys from the Educational Child Study Center at Kent State University were matched with 48 boys from a suburban elementary school. The Bond-Tinker Formula was employed in determining able and disabled readers. A reaction time to print test and the Bender Visual Motor Gestalt Test, using the Koppitz Development Scoring System were administered to all subjects. Conclusions from the results suggested (1) that boys with slow reaction times to print were slow readers and were probably perceptually disabled, (2) that there was a relationship between severity of reading disability and reaction time to print, (3) that it was possible to predict reaction time to print scores from the Bond-Tinker Formula scores, (4) that recognition of visual symbols (letters combined into words) was difficult for poor readers even when comprehension was not a factor. The reaction time to print test used with the Bender Visual Motor Gestalt Test was concluded to be a valuable addition to test batteries for discovering perceptually disabled readers.

6984
Serwer, Blanche L. "The Relation between Selected Reading Readiness Measures and Acquisition of Sight Vocabulary in Low Socio-Economic Urban First-Grade Negro Children," Ph.D., New York University, 1966. Chairman: Josephine Piekarz-Ives, Vol. XXVII, No. 8, 2409-A. (Order No. 67-124, Microfilm $3.00; Xerography $6.60, 136 pages.)

A sample of 147 children in two special service schools in Harlem area of New York City was measured on five aspects of reading readiness. A measure of the acquisition of sight words, the initial task in the reading process as reading is currently taught in a preponderant number of schools in the nation, was obtained at the same time. The measures of reading readiness included were comprehension of oral language, auditory discrimination, visual discrimination, knowledge of letter names, and visual-motor coordination. Each of these five measures was found to have a significant positive correlation with the acquisition of sight words. In this sample of disadvantaged Negro children, there were no significant differences favoring girls in the selected reading readiness measures. However, boys were significantly more proficient in knowledge of word meanings. There was no difference in the correlations found for boys and for girls. Knowledge of letter names was found to contribute most to the multiple R of .566. A comparison of the mean scores of the children in this study with the test norms revealed that this sample was at or below the 30th percentile on all five reading readiness measures.

6985
Settles, Ivan Lee. "The Effects of Instruction with the Initial Teaching Alphabet on the Written Composition of Primary Students," Ed.D., Washington State University, 1967. Chairman: Frank B. May,

Vol. XXVIII, No. 7, 2459-A. (Order No. 68-718, Microfilm $3.00; Xerography $5.20, 102 pages.)

The effects of instruction with the Initial Teaching Alphabet (i/t/a) upon the writing of primary children were studied. The assumption underlying the study was that, because i/t/a is a more phonemically regular alphabet, children who learned it would have an advantage over those who had learned traditional orthography, T.O. Subjects in the study were tested three times, in February, May, and November 1966. The testing consisted of having the children listen to tape-recorded instructions, look at a doll which was the stimulus for writing, and then write a story. Subjects could write in either i/t/a or T.O. and could ask for help in spelling. The spelling, grammar, and punctuation of each composition were corrected. Teachers were asked to judge each composition for freedom of expression; these judgments were tallied, and each composition was given a score. Each composition was also subjected to a word count to determine total words, different words, and parts of speech used. Statistical treatment of the data supported these conclusions: (1) i/t/a does permit children greater freedom of expression in writing, (2) i/t/a does permit children to write more words, and (3) i/t/a does enable children to write with less need to request help than does traditional orthography.

6986
Shaikh, Asghar Ali. "An Analysis of Factors Affecting Preparation of Teachers to Provide Reading Instruction in Pakistan's Elementary Schools," Ph.D., Washington State University, 1966. Chairman: Gordon McCloskey, Vol. XXVII, No. 6, 1692-A. (Order No. 66-13, 583, Microfilm $3.00; Xerography $6.40, 133 pages.)

Religious, economic, social, demographic, linguistic, and administrative factors were studied to determine their effects on elementary school reading instruction and teacher preparation. The study concluded that effective, universal reading instruction required larger expenditures. Conservatism, social stratification, occupational castes, and rural character of the population impeded improvement of reading instruction and universal literacy. High birth rate, uneven distribution of population, and ineffective communication structure and media led to inadequate reading programs. The organizational structure of teacher education, curriculum planning, and textbook production needed to be re-examined in the framework of national objectives and changing conditions. Recommendations included better preparation for reading specialists and supervisors, provision of adequate reading materials for children and teachers, inservice education, and promotion of educational research in reading and primary education.

6987
Shapiro, Martin Allen. "Relationships among Extraversion, Neuroticism, Academic Reading Achievement and Verbal Learning," Ed.D., Rutgers--The State University, 1968. Vol. XXVIII, No. 12, 4915-A. (Order No. 68-9165, Microfilm $3.00; Xerography $4.80, 91 pages.)

The relationships among extraversion, neuroticism, and reading achievement and between reading achievement and the effects of massed versus spaced practice on verbal learning were investigated. Subjects were 50 fifth-grade boys, divided into high and low achievement groups on the basis of vocabulary, reading, and intelligence test scores. The Junior Maudsley Personality Inventory was used to measure extraversion and neuroticism. A task of learning Latin words under alternating conditions of spaced and massed practice was administered individually. Ego-involving instructions were given. Chi-square, analysis of variance, and t-tests were applied to obtained data. No relationship between reading achievement and the personality factors, either singly or in combination, was discovered. Spaced practice facilitated the performance of low achievers, but not at acceptable significance levels. High achievers significantly surpassed low achievers in verbal learning regardless of practice conditions. No significant interaction was discovered between personality factors and verbal learning, though low neuroticism seemed associated with high verbal learning.

6988
Shaw, Robert Arley. "Criterion and Independent Variables and the Precision Indexes of These Variables as Used in Establishing a Formula for Predicting Reading Difficulty of Programmed Materials in Fourth-Grade Science," Ed.D., University of Virginia, 1967. Adviser: William C. Lowry, Vol. XXVIII, No. 9, 3572-A. (Order No. 68-3143, Microfilm $3.00; Xerography $6.20, 127 pages.)

A proposal was made to automate a procedure for determining the reading difficulty of fourth-grade programed science materials. The procedure involved the development of a regression equation which could be used to predict the reading difficulty of the programed materials, the selection of samples of various sizes and types to determine under which sampling procedures the best predictions of readability could be made, and the evaluation of the content sequence of the materials to determine if the assumptions had been satisfied. It was concluded that the established equation was considered the best predictor of reading difficulty of the materials under investigation; the programed materials satisfied good sequential developmental requirements; and the error count had some validity as a criterion variable in determining reading difficulty.

6989
Sherk, John Kreider, Jr. "A Study of the Effects of a Program of Visual Perceptual Training on the Progress of Retarded Readers," Ph.D., Syracuse University, 1967. Chairman: William D. Sheldon, Vol. XXVIII, No. 11, 4392-A. (Order No. 68-5492, Microfilm $3.00; Xerography $8.40, 184 pages.)

The effects of using the Frostig Program for the Development of Visual Perception with disabled readers in a corrective reading program were evaluated. Pretesting and post-testing utilized individual intelligence tests, a visual perception test, diagnostic reading tests, reading survey tests, and an informal reading inventory. All subjects were disabled readers who were randomly assigned to an experimental group composed of 51 students or a control group composed of 24 students. The experimental group received 30 minutes per day of visual perception training. The control group received 30 minutes per day of related reading activities. Both groups received 25 1-hour sessions of corrective reading instruction. No statistically significant results were attributable to the visual perceptual training.

6990
Shirley, Fehl Lorayne. "The Influence of Reading on the Concepts, Attitudes, and Behavior of Tenth, Eleventh, and Twelfth Grade Students," Ph.D., University of Arizona, 1966. Director: Ruth Strang, No. XXVII, No. 5, 1208-A. (Order No. 66-10, 211, Microfilm $3.10; Xerography $10.80, 238 pages.)

Changes in concepts, attitudes, and behavior reported by tenth-, eleventh-, and twelfth-grade students as a result of their reading were ascertained. A modified criticial incident technique was used as a basis for collecting data. The number of influences on concept, attitude, and behavior were correlated with age, intelligence, vocabulary, comprehension, grade level, and number of materials reported by students as influencing them. Chi square and correlation were used to analyze the data. The use of the critical incident technique was valid. Only 16 out of 420 adolescents reported no influence from reading. Many kinds of reading materials influence adolescents. The following seven areas of influence in order of frequency emerged -- self-image, philosophy of life, cultural groups, social problems, sensitivity to people, political science, and miscellaneous. Approximately as many influences were reported from fiction as nonfiction. Seven dimensions of self-involvement emerged -- indifferent, observer, partial participator, intense participator, self-image synthesizer, construct synthesizer, and decision maker. Students who reported higher totals of influences tended to be more intelligent, better readers, and in lower grades. Tentative conclusions are reported.

6991
Shnayer, Sidney William. "Some Relationships between Reading Interests and Reading Comprehension," Ed.D., University of California, Berkeley, 1967. Vol. XXVIII, No. 7, 2606-A. (Order No. 68-13, Microfilm $3.00; Xerography $9.45, 210 pages.)

Some relationships between reading interests and reading comprehension were studied, using the hypothesis that a reader's comprehension is related to and varies with the degree of interest he has in what he is reading. Sixth-grade subjects were divided into groups determined by the scores achieved on the Gates Reading Survey Test. Each group was required to read 15 stories with readability scores of two grades higher than the mean reading ability for each group. The subjects rated the stories on a four-point scale to determine the degree of interest and then answered questions of fact and sequence and questions requiring the reader to make inferences, draw conclusions, and recognize the writer's point of view. Comprehension scores from stories of high interest were compared with scores from stories of low interest. It was concluded that reading interest may enable most students to read beyond their measured reading ability, that high ability students are less affected by interest than low ability students, that low interest has a negative effect on poor readers, and that a reassessment of current methods of evaluation is needed to determine whether ability or interest is lacking.

6992
Silberberg, Margaret Catherine. "The Effect of Formal Reading Readiness Training in Kindergarten on Development of Readiness Skills and Growth in Reading," Ph.D., University of Minnesota, 1966. Vol. XXVIII, No. 3, 974-A. (Order No. 67-10, 287, Microfilm $3.00; Xerography $6.80, 143 pages.)

An 8-week formal reading readiness program in kindergarten was administered to an experimental group while a control group received the usual informal kindergarten program. The Gates Reading Readiness Tests were given immediately following the experimental treatment and again at the beginning of first grade after 3 weeks of readiness instruction given to all first graders. The Bond-Clymer-Hoyt Developmental Reading Test was administered at the end of the first grade. Analysis of variance and covariance of the data revealed that formal reading readiness training in kindergarten did not affect measured reading readiness at the end of kindergarten but did affect readiness after three weeks of regular first grade training. However, such training did not affect measured reading level at the end of first grade reading instruction.

6993
Simmons, Gertrude Langford. "A Study of the Influence of Social Status and Race on the Reading Interests of Sixth-Grade Pupils in Leon County, Florida," Ph.D., The Florida State University, 1967. Major Professor: Edwin H. Smith, Vol. XXVIII, No. 12, 4833-A. (Order No. 68-7799, Microfilm $3.00; Xerography $6.20, 127 pages.)

Differences among the reading interests of middle- and lower-class white and Negro children were investigated. Subjects were 100 sixth-grade pupils equally divided into four socioeconomic groups matched for age, sex, intelligence, and reading grade. Reading interests were determined by a questionnaire consisting of titles and brief annotations. Chi-square analysis of differences between title choice frequency led to the conclusion that among the middle- and lower-class white and Negro children there were significant differences related to race and social class, with race accounting for more differences than social class. But, in spite of the differences revealed, the groups were more alike than different in their reading interests.

6994
Sleeman, Phillip Joseph. "A Comparison of the Relative Effectiveness of Overhead Projection, Teaching Programs, and Conventional Techniques for Teaching Dictionary Skills," Ed.D., Boston University School of Education, 1966. Vol. XXVII, No. 9, 2956-A. (Order No. 66-14, 781, Microfilm $3.70; Xerography $13.05, 286 pages.)

The major hypothesis tested in this study was that there would be no significant difference in the achievement of the subjects taught by three methods of presenting dictionary skills. The three techniques utilized were the overhead projector, teaching programs, and the conventional approach. A total of 1,164 randomly selected fourth-grade pupils divided into three approximatly equal socioeconomic level groups served as subjects. Thirty-two teachers were randomly assigned to the treatments. Each technique or treatment involved the presentation of nine dictionary skills presented over 10 one-half hour sessions. Parallel forms of a standardized pretest, post-test and six-week followup test were administered to measure the relative effectiveness between and within the treatments and socioeconomic classes. Analysis of variance indicated that the means of the various treatment groups were not significantly different on the pretest. Significant differences were found between the upper, middle, and lower socioeconomic levels. The post-tests results showed that there were no significant differences in material retention in communities and between treatments. The followup test reaffirmed that there were no significant differences in material retention. An analysis of variance indicated that there was no difference in the effectiveness of the three methods of teaching dictionary skills. Conclusions and recommendations are presented.

6995
Slobodian, June Jenkinson. "An Analysis of Certain Dimensions of Teacher Behavior during Reading Instruction in the First Grade," Ph.D., Kent State University, 1966. Director: O. L. Davis, Jr., Vol. XXVIII, No. 2, 552-A. (Order No. 67-9430, Microfilm $3.00; Xerography $5.80, 118 pages.)

An analysis was made of first-grade children's perceptions of their interactions with the teacher and the actual verbal behavior of first-grade teachers in the reading group situation. Two hundred and thirty-eight first-grade children were interviewed in order to determine their perceptions of classmate and teacher behavior. Teachers' actions were observed to determine whether their behavior varied toward boys and girls. Student achievement score data were analyzed by the use of chi-square and analysis of variance techniques. It was concluded that first-grade children perceived discrimination against boys in the reading situation. However, teacher observation revealed no discrimination: boys had equal opportunity to read and respond and were neither criticized nor praised more than girls. Achievement of boys and girls did not differ significantly. Further research was recommended.

6996
Smith, Carl Bernard. "First-Grade Composition as it Relates to Two Methods of Beginning Reading in Inner-City Schools," Ph.D., Case Western Reserve University, 1967. Vol. XXVIII, No. 10, 4061-A. (Order No. 68-3325, Microfilm $3.00; Xerography $10.35, 227 pages.)

The composition performance of first-grade students was studied with reading methodology as the dependent variable. Subjects were 779 low-income children, some of whom were taught by an intensive phonics approach and some by a gradual phonics approach. The Stanford Achievement Test, Primary 1 Battery, was used to measure reading achievement. Compositions were evaluated as to the number of correctly spelled words in a dictated sentence, completeness and clarity of communication, fluency or the number of words written, five kinds of content, and vocabulary. It was found that reading and writing correlated at the first-grade level and that the synthetic phonics group scored significantly higher than the gradual phonics group in both reading achievement and composition performance. It was concluded that writing was a feasible exercise and perhaps a desirable instructional tool for first-grade students.

6997
Smith, James William. "An Assessment of a Curricular Practice Designed to Improve High School Students' Reading Ability," Ed.D., University of California, Berkeley, 1966. Vol. XXVII, No. 11, 3680-A. (Order No. 67-4980, Microfilm $3.00; Xerography $5.20, 103 pages.)

An intensive, 30-session, developmental reading unit offered in a reading center, designed to improve reading rate and comprehension, was included in the curriculum for ninth-grade students of one school. The control group, from another school, studied the regular English course of study. Instruction in both schools was given in honors, college preparatory, and basic curriculum groups. Results of the Diagnostic Reading Test, Survey Section, Upper Level, yielded means and standard deviations. The differences between the means were compared and t's were computed. Each experimental instruction group increased its reading rate and comprehension scores significantly at the .01 level, with the exception of the increase in the comprehension scores of the experimental basic curriculum group. The mean increases of the experimental groups were significantly greater except for the reading comprehension scores of the honors group and the reading rates of the basic curriculum group of the experimental school. It was concluded that the experimental curricular reading practice was significantly superior to the usual (control) instruction in reading.

6998
Smith, Phyllis Westlund. "Self Concept Gain Scores and Reading Efficiency Terminal Ratios as a Function of Specialized Reading Instruction or Personal Interaction," Ph.D., Southern Illinois University, 1967. Vol. XXVIII, No. 12, 4964-A. (Order No. 68-3918, Microfilm $3.00; Xerography $6.00, 123 pages.)

An investigation was made of the impact of specialized reading instruction or personal interaction on the reading efficiency ratios and self-concept scores of fourth-, fifth-, and sixth-grade boys of average or above intelligence who were reading underachievers. Subjects were divided into a reading instruction group who received specialized instruction based on individual need, a personal interaction group who received no instruction but who helped plan activities, and a control group. Multiple linear regression models were used to analyze the data obtained from scores on the Gates Reading Survey, California Test of Personality, Spaulding Self Concept Inventory, and Informal Reading Inventory. Results indicated that the reading instruction method was superior based upon the Informal Reading Inventory and the Spaulding Self Concept Inventory. The personal interaction method was superior for a few who had low pretest Spaulding Self Concept Inventory scores. The control method was superior for a few who had high pretest Spaulding Self Concept Inventory scores.

6999
Smith, Richard John. The Effects of Reading a Short Story for a Creative Purpose on Student Attitudes and Writing," Ph.D., The University of Wisconsin, 1967. Supervisor: Theodore L. Harris, Vol. XXVIII,

No. 8, 3082-A. (Order No. 67-12, 158, Microfilm $3.00; Xerography $4.80, 95 pages.)

The effects of using specific kinds of writing tasks, assigned prereading and completed postreading, on student attitudes toward what was read and on the cognitive level of the student writing produced in response to the tasks was investigated. Subjects were from 20 twelfth-grade college-preparatory English classes who were divided into four different treatment groups using (1) training program and creative writing task, (2) training program and noncreative writing task, (3) no training program and creative writing task, and (4) no training program and noncreative writing task. Mean class scores were subjected to a two-way analysis of variance to determine significant differences. It was concluded that the kind of writing task assigned to students preparatory to reading made a difference in their attitudes toward what was read and that a creative writing task was effective in stimulating creative thinking about the material covered.

7000
Smith, Zelda Brooks. "Early Identification of Remedial Reading Problems," Ed.D., The Florida State University, 1967. Major Professor: Richard C. Wilson, Vol. XXVIII, No. 3, 884-A. (Order No. 67-11, 171, Microfilm $3.00; Xerography $7.20, 152 pages.)

Three groups of students were given the Stanford Achievement Comprehension and Vocabulary subtests and an IQ measure. Seventy-one fifth-grade students received remedial instruction in grade 4. Twenty-six required remedial instruction but had not received it prior to testing, and 90 students did not require special instruction. An analysis of covariance showed no significant difference between the clinical and control groups in performance on any of the reading achievement subtests after the clinical groups had received instruction. A significant difference (.01) was found in performance between the groups on intelligence tests. The control groups scored significantly higher. Correlation coeffecients were computed on the above measures at grades 2, 3, and 4. Third-grade vocabulary subtest scores were significantly better than second-grade scores for predicting fourth-grade performance. Third-grade comprehension subtest scores were not significantly better than second-grade scores, but third-grade average reading scores were significantly better than second-grade scores for predicting fourth-grade performance.

7001
Solomon, Marilyn. "The Relation of Reading Achievement to One Aspect of "Realism" in Seven- to Twelve-Year-Old Boys: A Study of the Incidence of "Moral Realism" (As Conceived by Piaget) in a Sample Population of Retarded Readers and Successful Readers," Ph.D., New York University, 1967. Chairman: Edward Henderson, Vol. XXVIII, No. 4,

1314-A. (Order No. 67-11, 127, Microfilm $3.00; Xerography $6.20, 126 pages.)

A Structured interview consisting of items drawn or adapted from Piaget's work was administered individually to a stratified sample of 208 7- to 12-year-old boys. Half of the boys were retarded readers and half were successful readers. The purpose of the study was to determine the relationship between reading achievement and moral realism, as defined by Piaget, in this group of boys. Piaget's moral theory describes an evolution from an egocentric, noncomprehending conception of moral rules (naive moral realism) to the ability to utilize these rules flexibly. The study revealed that the decline in naive moral realism among successful readers was much deeper than that among retarded readers. The retarded readers lagged behind the successful readers in both rate and amount of diminishing naive moral realism.

7002
Sothi, Pan. "Trends in World Illiteracy Since 1900 and Its Relation to Certain Educational, Social, and Economic Factors," Ph.D., Ohio University, 1966. Director: Lavern L. Krantz, Vol. XXVII, No. 5, 1209-A. (Order No. 66-11, 899, Microfilm $3.00; Xerography $9.45, 210 pages.)

The purposes of the study were to (1) identify trends of world illiteracy since 1900 and (2) to ascertain the relationship between illiteracy and certain educational, social, and economic factors. Educational factors were first level enrollment ratio, first and second levels enrollment ratio, and public expenditures as a percentage of national income. Social factors were crude birth rate and infant mortality rate. Economic factors were gross national product per capita and percent of the population engaged in farming. Data were gathered mostly from UNESCO and United Nations publications. Multiple correlation and regression analysis were used to analyze the data. World illiteracy dropped from 51 percent in 1900 to 34.5 percent in 1950. Illiteracy was higher for the female population and in rural areas. When all other educational factors were held constant, illiteracy correlated significantly with school enrollment ratio. The educational factors explained 81.8 percent of all the variance of illiteracy. The percent of variance explained by the other factors, correlation data, conclusions, and the regression equation are given.

7003
Stanton, Paul E. "A Study of Systems for Teaching Adults Reading Skills," Ph.D., University of South Carolina, 1966. Vol. XXVII, No. 11, 3738-A. (Order No. 67-4109, Microfilm $3.00; Xerography $5.20, 105 pages.)

A Linguistic experimental system and an Auditory Visual experimental system for teaching reading skills to adults with below eighth-grade reading level were compared with a control system. The Gates Reading Survey was administered, and an analysis of the data was accomplished through an analysis of variance of a three-factor experimental design. Neither of the systems utilized was more effective in the teaching of the total reading process. The Linguistic system was significantly more effective than the Auditory Visual system in the improvement of reading rate. There was no significant difference between age levels and reading growth except in relation to reading rate. The results of this study indicated that adults younger than the mean age of 37.8 could increase their reading rate significantly more than adults above the mean age. The teacher-system interaction data analysis suggested that the teaching system used did not significantly affect the teachers' efficiency. Suggestions for further research are made.

7004
Stebens, Loren Duane. "A Study of the Relationship between Reading Skills and Academic Achievement in Specific Subject Matter Areas," Ed.D., Oklahoma State University, 1967. Adviser: Bernard R. Belden, Vol. XXVIII, No. 12, 4881-A. (Order No. 68-8503, Microfilm $3.00; Xerography $4.40, 81 pages.)

The concerns of this study were (1) the relationship between reading skills and academic achievement in specific subject matter areas and (2) the retention of gains in reading skills over a prolonged period of time. Freshmen college students composed experimental and control groups of 108 members each. The experimental group received reading improvement instruction; the control group did not. An analysis of variance and a t-test were applied to data obtained from reading test scores and academic grade averages. Results indicated that the reading improvement instruction used in the program successfully promoted the acquisition and retention of desirable reading skills and that students tended to use these skills in an academically beneficial manner.

7005
Steiert, Katherine. "The Designing of an Inventory to Investigate Recreational Reading Interests of Pupils in Grades Five and Six," Ph.D., Kent State University, 1966. Chairman: Walter B. Barbe, Vol. XXVIII, No. 1, 148-A. (Order No. 67-9432, Microfilm $4.75; Xerography $16.90, 371 pages.)

An Annotated Titles Inventory (ATI) consisting of 80 annotated titles, 20 of them for fiction categories, 17 nonfiction, and 6 detractors used to eliminate biased replies was designed. The ATI was administered to 450 fifth- and sixth-grade students in two elementary schools and revealed the following. Girls read more books than boys and chose fiction rather than nonfiction. Boys preferred nonfiction. Marked sex differences were noted. Many subtopics for each reading interest category were identified and recorded. Boys consistently mentioned a greater variety of subtopics than did girls, especially for history, science and invention, and science fiction. The contemporary title based on current television programs was the most popular nonfiction title for both boys and girls.

7006
Stewart, Douglas, Jr. "The Perceptions of Reading of Kindergarten and First-Grade Children," Ed.D., Columbia University, 1966. Project Sponsor: Gordon N. Mackenzie, Vol. XXVII, No. 5, 1298-A. (Order No. 66-10, 317, Microfilm $3.00; Xerography $9.70, 215 pages.)

The purposes of the study were (1) to describe the perceptions of reading of selected first-grade children, (2) to compare these perceptions with those of the same children when they were in kindergarten, and (3) to relate these perceptions to reading achievement, sex, and scholastic aptitude. Children from two elementary schools in White Plains, New York, served as subjects. School one was in a middle-class neighborhood, and school two was located in a lower middle-class neighborhood. Children were shown a picture and told a story about it. Questions were asked. Answers of similar nature were categorized. Chi square was used to analyze the data. In contrast to themselves as kindergarteners, first graders saw written materials more as a source of information, had a clearer idea of how reading would be taught, thought that a young child should have out-of-school help in learning to read, and felt strongly that those who did not learn will be unhappy. Only one significant difference was found between perceptions of boys and girls, and none was found between children of lower and higher scholastic aptitude.

7007
Stewart, Elneita Wallace. "A Comparative Study of the Effectiveness of Cloze and Textbook Procedures in a College Reading Program," Ed.D., University of Houston, 1967. Vol. XXVIII, No. 12, 4835-A. (Order No. 68-7862, Microfilm $3.00; Xerography $5.80, 117 pages.)

The hypothesis that students who used cloze reading materials would experience more growth in reading achievement than those who used the textbook as the chief learning material was tested. Subjects were 89 high school graduates enrolled in an 8-week English-Mathematics Institute. Forty-seven students used cloze reading materials; 44 students used the textbook. Both groups were taught by the same instructor. It was concluded that the cloze procedure was neither significantly more nor less effective than the textbook. Specific recommendations for further research with cloze procedure are given.

7008
Stocker, Leonard Philip. "A Word List to be Employed with the Dale-Chall Readability Formula for the Appraisal of Readability Levels of Catholic Materials," Ph.D., Fordham University, 1967. Mentor: Valda Robinson, Vol. XXVIII, No. 11, 4496-A. (Order No. 68-3722, Microfilm $3.20; Xerography $11.25, 247 pages.)

A list of words to supplement the Dale list of 3,000 familar words was compiled. The supplement, when used with the Dale list in the Dale-Chall readability formula, should permit a more accurate appraisal of readability levels of Catholic materials. To be eligible for the supplement, words had to be known to at least 80 percent of the pupils in the fourth grade of the nation's Catholic schools. A nationwide survey was undertaken with 6,743 subjects randomly chosen from 136 Catholic elementary schools. Each of the subjects received a 30-word test from a series of 22. Each word was tested with approximately 300 subjects. It was found that Catholic fourth graders had acquired a body of words reflecting their religious instruction. Two hundred and four words not on the Dale list were known to 80 percent of the subjects. It was concluded that a list of these 204 words would constitute a valid supplement to the Dale list and thereby facilitate a more accurate appraisal of the readability levels of Catholic materials for the Catholic reader.

7009
Stout, Dorman G., Jr. "The Relationship of Selected Cognitive Study Skills and Achievement Increases in Freshman Level Courses, " Ed.D., The Florida State University, 1966. Vol. XXVII, No. 4, 889-A. (Order No. 66-9090, Microfilm $3.00; Xerography $3.80, 68 pages.)

The relationship between certain cognitive study skills and academic achievement was investigated. Three hundred thirty-one college freshmen were administered the Spitzer Study Skills Test. Data regarding the ability to use a dictionary, to understand graphs and tables, and to take notes were compared with the results of a pretest and a post-test based on the contents of the first 9 weeks of a college course. Intellectual capacity was controlled by utilizing a multiple correlation based on high school class rank and the scores of the verbal and math sections of the Scholastic Aptitude Test. No significant relationship was found between the three cognitive study skills selected and academic achievement.

7010
Strang, Harold Roger. "The Effects of Letter Directionality Cueing and Response Mode upon the Acquisition of Letter Reversal Discriminations in Four-Year-Old Children," Ph.D., University of Kansas, 1967. Vol. XXVIII, No. 11, 4550-A. (Order No. 68-6944, Microfilm $3.00; Xerography $5.60, 112 pages.)

A group of 49 four-year-old children was given pretraining on differential manipulandum operation to identical and nonidentical paired letter forms. Those 42 subjects reaching the discrimination criterion were included in a baseline phase which showed that while discriminations between up-down rotated and nonrotated letter pairs were very frequently made, the incidence of right-left reversal discriminations was very low. In one treatment, subjects were shown the directionality of bd and bb stimuli and instructed to make a verbal discriminatory response. In a second treatment, subjects were shown the directionality of the letter stimuli and instructed to make a directional consistant motor response followed by the verbal response. In one control group, the subjects were instructed to make the verbal discriminatory responses without demonstration of the letters' directionality. In the second control group, the subjects were shown the directionality of the stimulus letters and instructed to make a directional consistant motor response. The children who had been shown the directionality of the letter stimuli performed significantly better.

7011
Strubing, Herbert Fred. "The Effect of Perceptual Training upon the Discrimination of Relativity of Position and Motion in Primary School Children," Ed.D., State University of New York at Buffalo, 1967. Vol. XXVIII, No. 9, 3575-A. (Order No. 67-11, 518, Microfilm $3.00; Xerography $5.60, 114 pages.)

The study determined whether second-grade children's learning from the Science Curriculum Improvement Study unit on Relativity of Position and Motion could be enhanced by prior experience with and exposure to the Frostig Program unit on Perception of Spatial Relationships or the Frostig Program unit on Visual-Motor Coordination. Piaget's studies of operational coordination were consulted. Two groups were taught from the Frostig materials, and a third was given no perceptual training prior to the Relativity unit. Conclusions were that class and group differences were significant but interaction was not significant. Children's learning from the Relativity unit was enhanced by prior exposure to a perceptual training unit.

7012
Sullivan, Dorothy Douglas. "An Evaluation of a Proposed Teachers' Guide for Improvement of Reading Achievement of Tenth-Grade Vocational

Agriculture Students in Selected Maryland High Schools," Ed.D., University of Maryland, 1965. Supervisor: V. Phillips Weaver, Vol. XXVII, No. 6, 1724-A. (Order No. 66-956, Microfilm $3.65; Xerography $12.85, 281 pages.)

A guide for agriculture teachers was written to present the nature of the reading process and the reader, the objectives of reading instruction in vocational agriculture, and the procedures for developing the various reading skills utilized in vocational agriculture programs. Two vocational agriculture units were taught to experimental and control classes. Experimental teachers used the reading improvement procedures outlined in the guide. Pretest and post-test measures of achievement in reading were obtained with the Diagnostic Reading Tests, Survey Section. Analyses were used to determine whether experimental students made significant achievement gains in reading, science, and social studies. Questionnaires and interviews were used to obtain the experimental teachers' evaluations and the extent to which they used the guide. There was no conclusive evidence that the guide was effective in helping the students make significant reading achievement gains, and experimental students made no significant gains in science and social studies achievement. There were positive and significant relationships between intelligence and reading achievement. The teachers considered the guide valuable and recognized the importance of incorporating reading improvement procedures into the vocational agriculture program.

7013
Summers, Joseph William. "A Comparison of Some Psycholinguistic Abilities of Educable Mentally Retarded Readers and Non-Readers," Ph.D., The University of North Carolina at Chapel High, 1966. Supervisor: Hardwick W. Harshman, Vol. XXVII, No. 8, 2411-A. (Order No. 67-1055, Microfilm $3.00; Xerography $4.40, 84 pages.)

The Spache Diagnostic Reading Scales (DRS) and the Illinois Test of Psycholinguistic Abilities (ITPA) were individually administered to 50 subjects in six public schools. The subjects had been in special education classes for at least one year. Twenty-five subjects were classified as readers, and 25 were classified as non-readers on the basis of their performance in oral reading. The 50 subjects ranged in chronological age from 10-1 to 14-8, in mental age from 5-1 to 9-6, and in IQ from 51 to 76. Analysis of covariance, intercorrelations, and correlations were used to analyze the data. Correlations between oral reading and mental age, IQ, and language age were significant at the .05 level of confidence. The following conclusions were among those drawn from the study. (1) All subjects read below their potential level as measured by listening comprehension. (2) Subjects who scored higher on oral reading scored significantly higher on potential level for reading. (3) Tests of phonics and auditory decoding were better predictors of reading achievement than were MA, IQ, or language age.

(4) The ability to learn to read was dependent largely upon the level of cognitive development or symbolic function.

7014
Sundstrom, Dale Alvin. "The Influence of Parental Attitudes and Child-Parent Interaction upon Remedial Reading Progress: A Re-examination," Ph.D., University of Utah, 1967. Chairman: Frank B. Jex, Vol. XXVIII, No. 7, 2571-A. (Order No. 67-17, 564, Microfilm $3.00; Xerography $7.60, 163 pages.)

The relationship of parental attitudes and behavior and the scholastic achievement of their children was studied. The subjects were 40 children in grades 3 to 6 who were enrolled in remedial reading classes. Parents of half of them participated in a psychological training program emphasizing contingency management techniques. The remainder of the children served as the control group and received the same treatment except for parent involvement. Alternate forms of the California Reading Test and the Gilmore Oral Reading Test were given at the beginning and end of the study. IQ's were obtained on the California Test of Mental Maturity and the Peabody Picture Vocabulary Test. The Parental Attitude Research Instrument (PARI) was given to the mothers. The Reading Underachievement Index (RUI) postulated by the writer (a procedure wherein the IQ becomes a part of the achievement score) yielded differences in both silent and oral reading proficiency which were significant at a higher level of confidence than were those obtained with the "Regressed Gain Scores" used in the project. There was a significant correlation between mothers' attitudes as measured by the PARI and the silent and oral reading achievement of their children. All children manifested a significant reduction in anxiety, but there was no significant difference between those whose parents participated and those whose parents did not. The RUI showed promise for evaluating and equating the performance of groups in research and for selecting students for remedial reading instruction.

7015
Sutherland, Samuel Philip. "A Factor Analytic Study of Tests Designed to Measure Reading Ability," Ph.D., University of Southern California, 1966. Chairman: Professor Metfessel, Vol. XXVII, No. 12, 4141-A. (Order No. 66-10, 551, Microfilm $3.00; Xerography $6.80, 144 pages.)

The factorial nature of survey reading tests was studied. The questions studied were the similarity in factorial structure of reading tests, the similarity of vocabulary and comprehension subtests, the regrouping of items to obtain separate factors, and the factors from Guilford's Model which contribute to the vocabulary and comprehension subtest variance. The California Achievement Test, the Iowa Test of

Basic Skills, the Metropolitan Achievement Test, the Science Research Associates Achievement Series, and the Sequential Tests of Educational Progress were administered to 250 fifth graders. After factor analysis, the test items were classified according to Bloom's Taxonomy and rescored. The California Reading Test and Reference Tests were administered to 250 seventh graders, and scores were factor analyzed. All of the reading tests were loaded on one factor. The vocabulary and comprehension subtests of each reading test were similar in factorial composition. When the items were regrouped according to the taxonomy, there were no meaningful factors. The California Comprehension Subtest loaded most heavily on verbal comprehension. Conclusions and recommendations are included.

7016
Sutton, Marjorie Hunt. "A Longitudinal Study of Children who Attained a Degree of Reading Proficiency in Kindergarten," Ph.D., Ball State University, 1967. Adviser: Donavon D. Lumpkin, Vol. XXVIII, No. 9, 3575-A. (Order No. 68-2710, Microfilm $3.00; Xerography $9.70, 213 pages.)

The study determined whether a group of children who had attained a degree of proficiency in reading as a result of unstructured kindergarten reading experiences would retain, after 3 years, a resulting reading advantage compared with classmates who achieved no measure of identifiable reading skills in kindergarten. Results showed significant relationships to exist between reading achievement acquired in kindergarten and third-grade reading ability and between chronological age and third-grade ability. There was no significant relationship between third-grade reading ability and mental age, father's education level, and personality adjustment or between the reading ability of girls in primary grades as compared with that of boys. A significant negative relationship existed between third-grade reading ability and the presence in the home of an older sibling.

7017
Tauran, Rouland Herman. "The Influences of Reading on the Attitudes of Third Graders toward Eskimos," Ph.D., University of Maryland, 1967. Supervisor: Kenneth O. Hovet, Vol. XXVIII, No. 11, 4394-A. (Order No. 68-7038, Microfilm $3.00; Xerography $4.80, 94 pages.)

This study tested the hypothesis that reading library materials would change the attitudes of children toward the psychological object about which they read. The negative effect of unfavorable material following the reading of favorable material was also studied. Eight classes of third graders participated. A scale designed to test the attitudes of third graders toward Eskimos was constructed, utilizing the Scale-Discrimination Technique of Edwards and Kilpatrick. An 8-group Solomon-type design was used. Results showed that racial ideas of third graders could be influenced positively or negatively depending upon the kind of material presented.

7018
Teigland, Anna Elizabeth. "A Comparison of the Effectiveness of Two Approaches to Teaching Reading -- The Individualized and the Basal Reader," Ed.D., The University of Florida, 1966. Chairman: Maurice R. Ahrens, Vol. XXVII, No. 9, 2754-A. (Order No. 67-3521, Microfilm $3.00; Xerography $7.00, 149 pages.)

The results of a two-year study designed to compare the results obtained through testing vocabulary and comprehension skills and attitude development after instruction in beginning reading using two different approaches are presented. The influences of socioeconomic level of the family, education of the mother, position in the family, sex, and intelligence were analyzed. Subjects were 134 children randomly selected from kindergartens of three suburban schools and placed in one of six first grades. One basal and one individualized classroom were organized in each school. According to the analysis of variance, the difference between means by method was not significant at the .05 level on any variable tested. Intelligence and sex were highly significant on vocabulary and comprehension under both methods, and the F ratio for sex was highly significant on attitude. Comparable results were obtained each year of the study. The individualized group read significantly more books of greater difficulty and variety. The correlation between socioeconomic level and reading success was significant on each variable for the basal method only. Correlation between mother's education and reading success was not significant. Test results did not reflect the more extensive reading of the individualized group. Girls of comparable ability achieved higher scores than boys and developed a positive attitude to a higher degree, regardless of intelligence.

7019
Thompson, Duane Glen. "An Appraisal of the Effects of an Experimental Early Experience Program on the First Grade Achievement and Adjustment of Culturally Deprived Preschool Children," Ph.D., University of Oregon, 1966. Adviser: Lloyd L. Lovell, Vol. XXVIII, No. 9, 2901-A. (Order No. 67-1887, Microfilm $3.60; Xerography $12.60, 280 pages.)

The effects of participation in a specially designed short-term program on the first-grade achievement and adjustment of culturally deprived preschool children were examined. The four objectives were to describe the familial-socioeconomic, achievement, adjustment and mental ability characteristics of the sample, to evaluate the effects of participation in the program on the first-grade adjustment and achievement of the experimental group, and to determine the effect of teacher-perceived adjustment on teacher-assigned achievement ratings. The subjects included 78 5-year-olds and 95 6-year-olds divided into three economic levels. Evaluation instruments used were the Peabody Picture Vocabulary Test, Preschool Inventory, Behavior Inventory, Stanford Achievement Test, teacher-assigned achievement ratings, and a family information questionnaire. Poverty families differed from families of higher economic levels with lower educational and occupational levels, larger families, higher mobility, higher rates of divorce and separation, more unemployment, and a higher incidence of welfare and public assistance payments. The poverty groups had lower mean intelligence scores. On a standardized achievement test administered at the end of first grade, significant differences were found between the high economic group and the poverty control group on vocabulary. The poverty groups were rated lower on both reading and arithmetic than the two higher economic groups. Initial differences were erased by the end of the summer program and rated adjustment remained stable through the first grade. Teacher-perceived adjustment did not affect teacher-assigned achievement ratings. Children from all economic levels benefited from the short-term program.

7020
Thompson, Elton Noel. "Readability and Accessory Remarks: Factors in Problem Solving in Arithmetic," Ed.D., Stanford University, 1967. Vol. XXVIII, No. 7, 2464-A. (Order No. 67-17, 547, Microfilm $3.00; Xerography $7.00, 149 pages.)

The effects of the factors of readability and accessory remarks upon problem solving in arithmetic were investigated. A set of 10 arithmetic problems was written at two levels of readability as defined by the Dale-Chall and Spache readability formulas. One version was at the second- to third-grade level, and the other was at the eighth- to ninth-grade level. Accessory remarks are words or labels found in the instructions associated with problems. In this study, the accessory remarks were "Difficult Problems" and "Easy Arithmetic." These were printed in large red type with the instructions. Each remark was associated with each version of the problem sets, providing four combinations of remarks and problems. The effects of these combinations were studied at two levels of mental ability: (1) high ability, embracing IQ's of 111 or more and (2) low ability, embracing IQ's of 99 or less. Data obtained suggested that mental ability and readability are very significant in their effects on problem solving in arithmetic and that the interaction of the two factors has a significant effect. Though the effect of readability is felt at both levels of mental ability, it is felt more strongly by subjects with low mental ability. The accessory remarks did not significantly affect problem solving in this study. Other labels not yet investigated may have a profound effect.

7021
Toller, Gladys Schwartz. "Certain Aspects of the Self-Evaluations Made by Achieving and Retarded Readers of Average and Above Average Intelligence," Ed.D., Temple University, 1967. Vol. XXVIII, No. 3, 976-A. (Order No. 67-11, 440, Microfilm $3.00; Xerography $7.20, 152 pages.)

Two groups of 25 boys, achieving readers and retarded readers, were matched for age, intelligence, school experience, reading achievement, race, and health. The Temple University Reading Clinic Informal Reading Inventory was used to determine reading level. The author devised the Self-Evaluation Inventory for Children and the Self-Concept Sentence Completion Inventory in order to obtain self-evaluative information. Fisher's t-test was employed to test the significance of the differences between the uncorrelated means of the two groups on the inventories. It was concluded that retarded readers evaluate themselves significantly differently than do achieving readers. They feel less accepted, less adequate, and less secure in their relationships with their families, peers, and adults. They are less consistent and decisive in dealing with self-perceived problems. Retarded readers evaluate their total self-concepts less favorably on highly structured evaluation instruments and more favorably on less structured instruments.

7022
Trieschmann, Roberta Barbara. "The Relationship of Undifferentiated Handedness and Perceptual Development in Children with Reading Problems," Ph.D., University of Minnesota, 1966. Vol. XXVII, No. 6, 1674-A. (Order No. 67-12, 252, Microfilm $3.00; Xerography $4.00, 71 pages.)

Second- and third- grade male school children with an average age of 8-1, of average intelligence, of middle socioeconomic status, and with no known neurological or speech problems were divided into two 30-children groups (problem readers and normal readers) on the basis of classroom reading ability and Stanford Achievement Test Score. Each subject performed a series of motor tasks that categorized him as right- or left-handed or as ambidextrous. Each subject was also given a perceptual task to perform. The results revealed no difference in incidence of ambidexterity between normal readers and problem readers. The problem readers had a higher total perceptual error rate than normal readers, regardless of hand differentiation. There was no difference in perceptual error rate according to hand differentiation. Further research varying the factors of age, intelligence, and population type was suggested.

7023
Trussell, Ella May. "The Relation of Performance of Selected Physical Skills to Perceptual Aspects of Reading Readiness in Elementary School Children," Ed.D., University of California, Berkeley, 1966. Vol. XXVIII, No. 1, 134-A. (Order No. 67-8504, Microfilm $3.00; Xerography $3.60, 64 pages.)

Seventy-five first- and second-grade children were given the Frostig Developmental Test of Visual Perception, the Lincoln-Oseretsky Motor Development Scale, and two motor skill measures. All subjects used in the study were right-handed, and 26 subjects exhibited mixed eye-hand dominance. Chronological age and scores in Metropolitan Achievement Tests subtests of reading achievement and word discrimination were obtained from school records. The correlational matrix of these data was submitted to an orthogonal rotation factor analysis. The factor accounting for the largest amount of variance was characterized by loadings of the two reading subtests and chronological age. The second factor was most closely related to Frostig subtests of figure-ground perception, spatial relations, and, to a lesser degree, eye-motor coordination subtest and chronological age. The third factor had its highest loadings from the Lincoln-Oseretsky subtests, The fourth factor was not clearly defined. The results of the study do not support the use of perceptual-motor evaluation as a diagnostic tool to identify pupils with basic reading difficulties, nor do they substantiate the use of perceptual-motor development programs as a valid method of improving reading skills.

7024
Turner, Donald Gene. "A Comparison of the Academic Achievement in Reading and Writing by Students Enrolled in Project English Classes with That of Non-Experimental Students," Ph.D., Purdue University, 1967. Major Professor: Paul Alexander, Vol. XXVIII, No. 6, 2051-A. (Order No. 67-16, 720, Microfilm $3.00; Xerography $5.60, 111 pages.)

This study was designed to determine the advantages of employing experimental materials and procedures in seventh-grade language arts classes. Eighty-three students were taught under the experimental curriculum, and 241 students were taught under the regular curriculum. The total population of the study was made up of seventh-grade students from two schools: school A located in an upper middle-class area and school B located in a lower socioeconomic area. From the control group, individuals were matched with the experimental subjects on the basis of IQ scores and grade equivalents in reading (GER) obtained from cumulative records at the respective schools. Subjects were compared for achievement on Sequential Tests of Educational Progress. The study indicated that in school A the experimental curriculum contributed to a significantly higher overall reading score achievement. Those students who had higher IQ and GER scores had the highest gains. The experimental curriculum was more effective in reading with girls in school

A than with boys and was more effective with students from school A in both reading and writing than with students from school B. Students from school B showed no significant achievement gains in either reading or writing with the experimental curriculum.

7025
Turner, Taylor Edward, Jr. "A Follow-up Study of Retarded Readers Who Attended Remedial Reading Programs at the McGuffey Reading Clinic, University of Virginia," Ed.D., University of Virginia, 1967. Adviser: Stanley S. Stahl, Vol. XXVIII, No. 9, 3389-A. (Order No. 68-3147, Microfilm $3.00; Xerography $5.00, 99 pages.)

The purpose of the study was to evaluate the effectiveness of the remedial reading program at the McGuffy Reading Clinic. Subjects were two groups of retarded readers who were comparable as to mean and standard deviation in mental age, chronological age, and degree of reading retardation. One group received diagnostic testing at the clinic and returned to their homes and schools. The other group received diagnostic testing and attended a 5-week remedial reading program before returning home. At the end of a year, there was no evidence to support the program's effect. Both groups had made improvement. It was suggested that a longer study be made, that the use of diagnostic reports submitted to schools upon parental request be investigated, that further evaluation of the worth of diagnostic services be undertaken, and that the McGuffey Reading Clinic continue to function primarily as a teacher training center.

7026
Turner, William Joe. "A Study of the Effectiveness of Teaching Methods of Study to Selected High School Freshmen," Ph.D., University of Southern California, 1967. Chairman: Professor Carnes, Vol. XXVIII, No. 3, 978-A. (Order No. 67-10, 777, Microfilm $3.00; Xerography $6.20, 130 pages.)

An investigation was undertaken to determine the effectiveness of teaching freshmen how to study by using the SQ3R method, based on the paradigm of Francis P. Robinson at Ohio State University. Volunteers from the ninth-grade class of a large suburban high school were placed randomly in an experimental, a placebo, or a control group. The experimental and placebo groups met weekly for one class period from November through May. The experimental group was taught to study more effectively using the SQ3R method, and the placebo group, receiving no study instruction, participated in a group guidance session to ventilate their feelings about school, studies, and teachers. The Cooperative English Test and the Webb-Harris Word Meaning Test were administered as pretests and post-tests. Teachers' marks for the second, third, and fourth quarters were examined to determine changes in academic standing. No significant improvement in subject matter achievement or in grade point averages was found in student scores. The feelings of the students toward themselves were not significantly improved, and in some cases, their feelings toward school, teachers, and reading deteriorated.

7027
Tyler, Tracy Ferris, Jr. "The Relationship of Teacher Judgements and Environmental Data at the Kindergarten and Grade One Levels to Reading Achievement in Grade Four," Ph.D., University of Minnesota, 1966. Vol. XXVIII, No. 6, 2151-A. (Order No. 67-16, 252, Microfilm $3.25; Xerography $11.50, 252 pages.)

This study examined the accuracy of kindergarten and first-grade teacher judgements on selected learner characteristics in forecasting fourth-grade reading success. It also examined the accuracy of selected cultural and environmental data, reported by parents, in forecasting fourth-grade reading success. A sampling of 945 kindergarteners composed the initial student population,with 419 children remaining to form the final sample. Fifteen kindergarten teachers and 52 grade-1 teachers participated in the study. Instruments and procedures over 4 years included ratings by kindergarten and first-grade teachers, parent questionnaires at grade-1 entrance, and Stanford Achievement and Lorge-Thorndike Intelligence Tests in grade 4. The data revealed that the cultural and environmental information reported by parents had only limited significance in predicting later reading achievement. Kindergarten teacher and grade-1 teacher judgements on several mental, physical, trainable, and emotional-social characteristics were significantly related to later reading success. The results suggested administrative recognition of teacher judgments on specific characteristics as a basis for decision making. Suggestions for further research included larger pupil and teacher samples, better control of instructional variables, and more rigorous statistical analysis.

7028
Valentino, Clementina. "A Phonetic Approach to Improved Spelling Ability," Ph.D., The University of Connecticut, 1967. Vol. XXVIII, No. 9, 3390-A. (Order No. 68-1418, Microfilm $4.55; Xerography $16.20, 356 pages.)

An examination was made of the effect on spelling independence of systematic practice in the written reproduction of phonetic and structural elements included in the word analysis program. A method for teaching phonics was devised which included a daily period of dictation in addition to practice in auditory and visual discrimination. Subjects were two groups of second graders, balanced according to phonetic analysis ability, spelling ability, and reading ability. Teachers in both groups believed that they were using the method in its entirety, but one group had a manual supplied with the variable of a period of daily dictation, and the other did not. Two forms of a phonics test were constructed and validated by the writer. The spelling battery of the Metropolitan Achievement Tests was used. A third type of growth measurement was provided by analysis of the children's original compositions. Conclusions showed the experimental group to be ahead of the control group and the national norms in ability to write words according to phonetic and structural analysis. These children also included in their original writings words which were phonetically, but not orthographically, correct earlier than the other group. Composition length in the experimental group was considerably longer than in the control group by the end of the school year.

7029
Veale, Sara Osteen. "Evaluating Two Approaches to Remedial Reading and Analyzing WAIS Profiles of Participants in DeKalb College," Ed.D., University of Georgia, 1966. Major Professor: Ira Aaron, Vol. XXVII, No. 10, 3325-A. (Order No. 67-3591, Microfilm $3.00; Xerography $6.60, 136 pages.)

The purposes of the study were to evaluate two approaches to remedial reading and to analyze the Wechsler Adult Intelligence Scale (WAIS) profiles of 86 college students taking remedial reading classes. Two teaching methods, a direct teaching approach and an individualized approach, were used. Both groups used the same materials. Results showed no significant differences in the effects of the two methods and no significant differences in the verbal and performance IQ's on the WAIS. WAIS profiles did show distinctive patterns in the study.

7030
Verdun, Trione. "The School Psychologist, Teacher Change, and Fourth-Grade Reading Achievement," Ed.D., University of California, Berkeley, 1966. Vol. XXVII, No. 5, 1275-A. (Order No. 66-8254, Microfilm $5.65, Xerography $20.05, 444 pages.)

The feasibility of a school psychologist as an inservice training consultant to teachers was examined. From a unified school district, all elementary schools were randomly divided into experimental and control groups. Pupils were administered intelligence tests and reading achievement tests. Teachers were administered a semistandardized guidance and reading scale as a post-test measure. During the school year, the school psychologist made use of repeated interviews with teachers. The solution of classroom problems became a mutual responsibility. The classes of the experimental teachers achieved significantly more in reading achievement. A nuisance variable was identified because of the difficulty in controlling teacher experience. A second study was conducted using a matched group of teachers. The guidance and reading scale was administered as a pre-post measure. It was found that the school psychologist as an inservice consultant exerted significant influence.

7031

Versacci, Charles Joseph. "An Epidemiological Study of the Relation between Children's Birth Record Information and Reading Achievement," Ed.D., Temple University, 1966. Vol. XXVII, No. 11, 3740-A. (Order No. 67-6260, Microfilm $3.00; Xerography $4.40, 84 pages.)

Two hundred fifth-grade children were identified as high achievement or low achievement readers on the basis of the California Test of Mental Maturity and the Iowa Test of Basic Skills. Hospital record information was obtained. Analysis of the data, including t- and F-tests, indicated that high and low achievement readers were not differentiated according to ages of their mothers, length of labor, weight at birth, delivery complications, frequency of previous miscarriages, and number of stillbirths. There was a differentiation when the frequency of complications of pregnancy, the number of previous pregnancies, and total complications were considered. High achievement and low achievement readers were differentiated when prematurity by both term and weight below 2,500 grams were considered. The need for more systematized recording of medical information, especially of early pregnancy complications, is expressed. The limitations of the study are noted, as well as implications for further research.

7032

Von Mondfrans, Adrian Peter. "Learning Principles and Procedures Applied to Remedial Reading with Normal and Educable Mentally Retarded Fourth, Fifth, and Sixth Grade Children," Ph.D., The University of Wisconsin, 1967. Supervisor: Gary A. Davis, Vol. XXVIII, No. 11, 4500-A. (Order No. 68-1108, Microfilm $3.00; Xerography $6.60, 137 pages.)

Remedial reading procedures based upon traditional conditioning principles (Staats and Butterfield, 1965; Staats, Minke, Goodwin, and Landen, 1967) were investigated. This study was designed to further validate the Staats procedures which are based on the use of extrinsic reinforcers in the form of tokens which can be exchanged for money. The money in turn can be used to purchase goal objects of the subjects' choice. Generality of the Staats procedures was also studied by extending their application to a population of pre- and early adolesent retarded readers. Subjects were 16 experimental and 16 control students from regular fourth-, fifth-, and sixth-grade classrooms and eight experimental and eight control students from special classes for the mentally retarded. The need for monetary reinforcement in conjunction with the token reinforcer was also studied. It was concluded that the procedures were generally amenable to the types of subjects studied. The addition of a monetary reinforcement to the token reinforcer system did not have an overall significant effect.

7033
Wahoski, Lawrence Andrew. "A Comparative Analysis of Three Instructional Methods in a Developmental Reading Program," Ed.D., Arizona State University, 1966. Vol. XXVII, No. 1, 150-A. (Order No. 66-6907, Microfilm $3.00; Xerography $8.20, 180 pages.)

Two instructional methods in a developmental reading program were compared. During a 6-week treatment phase, the experimental group of 114 ninth graders received reading instruction from a reading specialist aided by a regular English teacher. A second experimental group of 42 students received developmental reading instruction from a specialist only. A control group of 122 students received regular ninth-grade reading instruction in their English class. Both experimental methods were significantly superior to the control method in reading achievement. Neither of the experimental methods was superior to the other. No significant difference was found among the methods in retention of reading skills.

7034
Walker, Billy Wayne. "Effectiveness of a Reading Clinic by Levels," Ed.D., North Texas State University, 1966. Vol. XXVII, No. 9, 2756-A. (Order No. 67-2581, Microfilm $3.00; Xerography $4.20, 80 pages.)

The reading achievement of pupils assigned to a remedial reading clinic was identified and analyzed by grade levels and by intelligence levels. Three measures of oral reading and one of silent reading were used. The sixth edition of the Kuhlmann-Anderson Intelligence Tests furnished the intelligence measure. Levels of intelligence were determined by dividing the sample of each grade level at the median IQ. Subjects of this study were 66 pupils each from grades 3 through 6 who were assigned to the remedial reading clinic of a large metropolitan city. Tests were administered in October and again in May. Pupils received remedial instructions 45 minutes twice a week for seven months. It was concluded that grade placement was not a significant factor in determining the child's success in this remedial program. The criterion for accepting pupils with a minimum IQ of 90, as determined by a group test, was questionable. Pupils whose IQ's were below the median or near the minimum level of acceptance showed the greater positive variation in their intelligence scores while assigned to the clinic. Oral reading achievement was significantly greater for subjects above the median IQ, but a similar significance was not found for silent reading achievement. Recommendations are listed.

7035
Walker, William Lee. "Readability of Programed Textbooks for Intermediate Grades, as Measured by the Dale-Chall Formula," Ed.D., University of Missouri, 1965. Major Adviser: Lois E. Knowles, Vol. XXVII, No. 6, 1565-A. (Order No. 65-14, 473, Microfilm $3.00; Xerography $8.00, 172 pages.)

The readability levels of commercially produced programed textbooks for grades 4 through 6 were determined by the application of the Dale-Chall Readability Formula and were compared to the publishers' assigned grade levels. Thirty-nine programed textbooks were studied. Twenty-six of these had a higher final grade placement than the level assigned by the publisher. The sentence length factor did not have as great an influence on placement as the vocabulary factor. The control of average sentence length was ineffective if the proportion of unfamiliar words was not considered. The results of this study seem to indicate that little conscious effort was made to control the readability level of the programed textbooks evaluated.

7036
Walraven, Maurice Peter. "Perceptual Relationships: Personality-Reading," Ed.D., The University of Oklahoma, 1967. Major Professor: Henry Angelino, Vol. XXVII, No. 11, 3742-A. (Order No. 67-5998, Microfilm $3.00; Xerography $4.80, 92 pages.)

This study considered the possibility that poor readers, lacking communication ability, tend to view their environment as constricting and tend to become "constricted" in their own development. The relationship between size constriction, as measured on the Bender Gestalt Test, and reading disability was investigated in the case of a group of disabled readers from a socially and economically deprived area. A significant relationship was indicated when reading ability was measured on the Slossen Oral Reading Test. No significant relationship was indicated between the Bender factor and reading disability, as measured by either the Gates Reading Survey, The Gilmore Oral Reading Test, or the reading section of the Wide Range Achievement Tests. The possible lack of motivation due to environmental deprivation was mentioned as a factor which could have affected study results.

7037
Ward, Byron John. "A Comparison of the Reading Achievement of First Graders Taught Using the i.t.a., Basal, Linguistic and Modified Linguistic Reading Programs," Ph.D., Syracuse University, 1967. Vol. XXVIII, No. 4, 1219-A. (Order No. 67-12, 087, Microfilm $3.00; Xerography $4.60, 88 pages.)

Seven first-grade classes serving as an experimental group used the Early-to-Read i/t/a Program and the Downing Readers for 140 days of instruction. Their achievement was compared with three control groups, each consisting of seven classes of first-graders. One control group used the Ginn Basic Reading Series; the second used the Let's Read Program, and the third used the Structural Reading series for the 140 days of instruction. Pretesting measured reading readiness and mental age, while post-testing with the Stanford Achievement Test measured achievement in word reading, paragraph meaning, vocabulary, word study skills, and total reading. The study revealed that there were no significant differences among the four reading programs except when the children were divided by sex. Girls in the i/t/a program earned statistically significant higher scores than boys in word reading, paragraph meaning, and total reading.

7038

Warner, Dolores. "An Holistic Beginning Reading Program with Audio-Visual Reinforcement: An Experimental Study," Ph.D., University of Southern California, 1966. Chairman: Professor Brown, Co-Chairman: Professor Martin, Vol. XXVII, No. 4, 1001-A. (Order No. 66-8800, Microfilm $5.75, Xerography $20.25, 448 pages.)

Three hundred twenty-seven students in 12 classes were matched for intelligence and teacher preparation and were divided into an experimental and a control group. The experimental method made use of the Language Master as a prompting and reinforcing device. Specially created stories with controlled initial consonants were the holistic device. The following semester, both groups used the Allyn and Bacon reader series. The experimental group continued using the Language Master. Results indicated a significant difference at the .01 level favoring the control group. More teaching assistance was necessary for the experimental group; a higher level of incorrect word substitution was noted for this group. Low socioeconomic children used significantly more teacher assistance and did better on divided-day programs. In fact, divided-day scheduling, in general, was superior to half-day or regular-day scheduling in terms of pupil progress. However, both groups tended to improve in similar areas, indicating the importance of the teacher rather than of the method.

7039

Wartenberg, Herbert. "The Relationship between Success in Beginning Reading and Various Predictive Measures," Ed.D., Temple University, 1967. Vol. XXVIII, No. 3, 979-A. (Order No. 67-11, 442, Microfilm $3.00; Xerography $6.00, 122 pages.)

At the end of kindergarten, 98 first-grade students were given the Metropolitan Readiness Tests. A battery of tests to serve as predictive measures was administered at the beginning of first grade. At the end of first grade the students were given the Stanford Achievement Tests, the Individual Word Recognition Test, and the Informal Reading Inventory as measures of success in reading achievement. When regression equation was applied to the data, it was found that any single predictive measure, or any battery of predictive measures, must be considered in relation to what was being used as the measure of success in reading achievement. Letter identification ability, intelligence, visual discrimination abilities, the total raw score of a standardized reading readiness test, and memory span were the most frequent combination of predictive measures.

7040
Waters, Margaret O'Carroll. "An Experimental Study of the Effects of Parent Workshops on the Reading Achievement of Primary Grade Children," Ph.D., Fordham University, 1967. Mentor: Ruth A. Korey, Vol. XXVII, No. 9, 3391-A. (Order No. 68-3723, Microfilm $3.00; Xerography $7.40, 157 pages.)

The purposes of the study were to determine whether the reading achievement of children in grades 2 and 3 was significantly improved by conducting reading workshops for their parents and to ascertain the opinions of the parents concerning benefits they received from the workshops. Prior to the experiment, standardized tests of reading and intelligence were given. Ten workshops were held. At the end of the experimental period, alternate forms of the tests were given, and a questionnaire was distributed to the participating parents. It was found that the children of participating parents showed greater reading achievement, but this was not at a significant level. No significant differences related to intelligence were found in achievement between experimental and control (parents who did not participate) groups, between girls and boys, or in experimental categories. Parental questionnaire responses indicated workshop benefits ranging from "valuable" to "less valuable," greater insight and positive attitudes concerning the school's reading program.

7041
Weathers, Lillian Louise. "A Comparison of Visual-Perceptual Development and Reading Achievement of Fifth Grade Adequate and Inadequate Readers," Ed.D., University of Oregon, 1966. Vol. XXVII, No. 9, 2756-A. (Order No. 67-1890, Microfilm $3.00; Xerography $6.20, 130 pages.)

A description and comparison of the visual-perceptual development of six groups of fifth-grade pupils is presented. The groups are classified as adequate readers, inadequate readers, male adequate, female adequate, male inadequate, and female inadequate. Adequate readers were defined as fifth-grade students reading at the 5.0 grade level or above as measured by the Stanford Achievement Test: Reading Tests. Inadequate readers were characterized as reading at the 3.1 level or below. Subjects were matched on sex, CA, and IQ. Subjects had IQ's of 90 to 120 as measured by the Wechsler Scale. Twenty-four boys and seven girls were in each of the reading classifications. The Marianne Frostig Developmental Test of Visual Perception was administered to all subjects. Analysis of variance was used to test the differences between the means of the various measures. Reading skills showed a positive relationship to visual-perceptual development. Significant differences were found in the visual-perceptual patterns of boys and girls inadequate in reading. Both boys and girls inadequate in reading revealed deficiencies in Eye-Motor Coordination and Figure Ground. Girls inadequate in reading revealed deficiencies in perception of Position in Space, which was not demonstrated by the male inadequate readers.

7042
Weppner, Daniel Beyer. "Reading in Grades Seven, Eight and Nine: A Statistical Evaluation and a Normative Survey," Ed.D., Western Reserve University, 1965. Vol. XXVII, No. 1, 60-A. (Order No. 66-5218, Microfilm $3.40; Xerography $11.95, 261 pages.)

The developmental reading program at Chagrin Falls Junior High School was evaluated; actual practices in Ohio schools were surveyed. Fifty-eight seventh graders, divided into experimental and control groups, were administered the Iowa Silent Reading Test and the California Achievement Test to determine whether the experimental group achieved significant reading gains after an intensive period of specialized reading instruction. The relationship between sex differences and reading growth gains was also investigated. The normative survey involving stratified samples of 2,001 schools in Ohio provided the means of comparing the reading programs found at Chagrin Falls with those generally found in Ohio. No statistically significant difference in reading ability was found in the experimental group after intensive reading instruction. Girls did achieve higher scores on most subtests, but the difference was not significant. Very few schools had reading laboratories; most reading specialists were not adequately prepared. However, special reading programs attained the best results.

7043
Williams, Richard Paul. "A Study to Determine the Effects of Time Allotment of Supervised Practice in the Reading Process," Ed.D., Arizona State University, 1967. Vol. XXVIII, No. 7, 2607-A. (Order No. 67-15, 583, Microfilm $3.00; Xerography $6.40, 133 pages.)

Time allotment of supervised practice in the reading process as measured by reading achievement test scores among fourth-grade students was studied. Supervised practice was defined as an individual approach to teaching reading with an emphasis on practice with teacher guidance through planned conferences. Subject groups used one of three methods--the supervised practice method, the lesson-supervised method (50 percent of class time alloted for supervised practice), and the no supervised practice method. It was concluded (1) that the three methods are equally efficient in attaining reading achievement as measured by standardized reading tests, (2) that teachers may permit children to read materials other than basal texts during the reading period without losing achievement, and (3) that when children are permitted to practice reading, a de-emphasis of the skills and rules of reading at the fourth-grade level will not permit a loss of reading achievement as measured by standardized tests. Recommendations for further studies are given.

7044
Williams, Sara Charlotte Morgan. "Identification as a Factor of Motivational Support for Reading in Young Children," Ed.D., University of Denver, 1967. Vol. XXVIII, No. 8, 3088-A. (Order No. 68-2406, Microfilm $3.00; Xerography $7.40, 157 pages.)

The role of identification as a factor of motivational support for reading with young disadvantaged Negro children and the effects of intellectual capacity and sex on the operation of the identification process were investigated. Subjects were 68 Louisiana first graders equally divided into experimental and control groups. Reading achievement scores were subjected to an analysis of covariance to determine significant differences. No significant differences between the two groups as a whole were found in reading achievement or in a relationship between the identification process and intellectual level and sex. A significant difference in reading achievement did exist between the higher intellectuals in both groups, and significant differences were found between the higher and lower intellectuals of the control and experimental groups which indicated that the operation of the identification process was directly and positively related to intellectual ability. A repetition of the study using matched pairs, accessing and utilizing emotional motivations, and extending the experiment time is recommended.

7045
Wilson, Ralph Earl. "The Administrative Organization of Specialized Reading Programs in the Elementary Schools of Los Angeles County," Ed.D., University of Southern California, 1966. Chairman: Professor Stoops, Vol. XXVII, No. 1, 94-A. (Order No. 66-7087, Microfilm $3.85; Xerography $13.50, 300 pages.)

A survey of the administrative organization of specialized reading programs in the Los Angeles public elementary schools was made with regard to the following: specific policies and practices, the opinions of administrators as to what policies should be, the opinions of reading specialists as to desirable practices, and the major administrative problems encountered. A post card inquiry to determine which districts had developed remedial reading programs was made. Six of these districts were intensively studied, and the resulting data were used in the formulation of a questionnaire subsequently submitted to administrators and supervising personnel. Depending upon the size of the district returning the questionnaire, responses were placed in the small, medium, or large district category. A shortage of funds and personnel in smaller districts resulted in several major organizational differences. Small districts used reading specialists during regular classes, sometimes grouping classes according to ability and offering remedial instruction to the poorest groups. Larger districts provided specialist instruction outside the regular classroom. Specialists and administrators generally agreed upon desirable practices.

7046
Witham, Anthony Patrick. "An Investigation of a Controlled Reading Technique with Eighth-Grade Students," Ed.D., Wayne State University, 1966. Adviser: Joseph E. Hill, Vol. XXVIII, No. 3, 1016-A. (Order No. 67-10, 498, Microfilm $5.60; Xerography $19.80, 439 pages.)

Eighth-grade students in nine sections of English were randomly assigned to one of the following groups: (1) a machine-oriented group using the Controlled Reader, a directional instrument technique; (2) a material-oriented group, in which the teacher used a more conventional approach in motivating students to increase rate and comprehension; and (3) a control group using the typical language arts course of study. Data secured from a standardized reading test and eye-movement camera records served to assign students in each section to below-average, average, and above average reading groups. Identical selections from the Controlled Reading Program and the Reader's Digest Skill Builders were assigned within both experimental groups for the 10-week developmental program. Two post-study measurements were taken 14 weeks after the study. A three factor covariance analysis showed mean scores of both experimental groups to be significantly higher than comparable mean scores of the control group, suggesting the value of integrating a 10-week reading program within the junior high language arts program. The machine-oriented group, in eye-movement efficiency skills, speed and accuracy, and rate of reading, was somewhat higher than the material-oriented group.

7047
Woodward, Virginia Alice. "A Description and Evaluation of a Systematic Linguistics Program Designed to Assist Selected First-Grade Children in Language Development," Ed.D., Columbia University, 1967. Project Sponsor: Professor Kenneth D. Wann, Vol. XXVIII, No. 9, 3578-A. (Order No. 68-2450, Microfilm $3.00; Xerography $8.40, 181 pages.)

Study purposes were to describe, teach, and assess the effects of a systematic language program designed to aid disadvantaged first-grade children in moving through the transfer stage from the auditory language signals to the visual signs for the same signals. The Language Development Test, Form III, and the New York State Readiness Test, Form A, were compared as to their effectiveness in measuring specific linguistic skills. The researcher taught daily lessons in the supplementary language program. The program did increase the children's oral/aural language control, their mastery of sound-symbol relationships, and their ability to transfer to printed symbols. The Language Development Test served well as a basis for planning language lessons. The New York State Readiness Test measured general readiness but did not measure specific linguistic skills.

7048
Yanuzzi, Joan Ruff. "An Experimental Study of the Effectiveness of a Course in Learning-to-Learn," Ph.D., Cornell University, 1967. Vol. XXVIII, No. 6, 2079-A. (Order No. 67-16, 381, Microfilm $3.10; Xerography $10.80, 237 pages.)

The effectiveness of a learning-to-learn experience designed to train students in comprehension skills, memory improvement, and error suppression and to develop analytical and searching attitudes was evaluated. Seventy-five students who had just completed the ninth grade were randomly assigned to one of four groups. Two groups received instruction in learning-to-learn; one group received instruction in study skills; and one group received no instruction. Twenty hours of instruction were given during a 4-week summer interval. The study revealed that a learning-to-learn experience based on discovery and learning set methods resulted in significant transfer effects in critical thinking and numerical problem solving. No effects were observed in verbal reasoning, subsequent academic achievement, or affective variables. The study presented some evidence for the advisability of making specific training in thinking an integral part of the educational system.

7049
Ylisto, Ingrid Pylvanien. "An Empirical Investigation of Early Reading Responses of Young Children," Ph.D., The University of

Michigan, 1967. Vol. XXVIII, No. 6, 2153-A. (Order No. 67-15, 728, Microfilm $3.00; Xerography $7.40, 159 pages.)

This study tested the hypothesis that the reading process consists of six sequential steps from passive awareness to independent word recognition and use of printed word symbols. An inventory of 25 arbitrarily selected printed word symbols, assumed to constitute the natural environment of the child, was constructed and administered individually and orally to 82 four-year-olds, 76 five-year-olds, and 71 six-year-olds who had not received formal reading instruction. Intelligence scores were obtained for 70 subjects, and a socioeconomic index was determined for the total group from father's occupation and from father's and mother's educations. The results of the inventory confirmed the sequential step-by-step recognition pattern. No significant differences were found in early reading status between different age groups. Subjects who had higher IQ's and who were from higher socioeconomic levels performed significantly better on the inventory. No difference in early reading status was found between boys and girls. An increased emphasis on reading as an integral part of all learning activities and an increased use of the language experience approach to reading instruction was suggested.

7050
Young, Hugh Howland. "An Experiment with Programed Reading Materials in Beginning College French," Ed.D., University of Georgia, 1967. Major Professors: James E. Green and Joseph C. Hammock, Vol. XXVIII, No. 10, 4064-A. (Order No. 68-5096, Microfilm $3.00; Xerography $4.40, 84 pages.)

The effectiveness of an illustrated programed French reader in teaching reading and writing skills to second term students of beginning college French was examined. A covariance analysis was executed on scores obtained from grade point average, two alternate forms of the Cooperative French Test, and classroom exams. It was concluded (1) that the illustrated programed reader was as effective as the nonprogramed test in training students to read and write French, (2) that the average student spent as much time studying and correcting his assignments in the programed reader as he did working through the nonprogramed reader, and (3) that it is feasible to have students master the reading and writing skills outside of class as an adjunct to their normal homework assignment if the entire assignment can be done within a reasonable time.

7051
Zemen, Samuel Steve. "The Relationship between the Measured Reading Comprehension and the Basic Sentence Types and Sentence Structural Patterns in Compositions Written by Second- and Third-Grade Children," Ed.D., Lehigh University, 1966. Vol. XXVII, No. 10, 3243-A. (Order No. 67-4882, Microfilm $3.00; Xerography $5.40, 108 pages.)

The study investigated the relationship between aspects of reading comprehension and the basic sentence types and sentence structures used in compositions of second- and third-grade students. Subjects were given the comprehension section of the Science Research Associates Achievement Series, Reading 2-4 and wrote an ending to an unfinished story. Children were grouped by ability and sex. Each composition was analyzed in terms of sentence structural patterns and basic sentence types. Conclusions of the study were (1) All sentence types were used by the children in their compositions. (2) The frequency with which the sentence types were employed did not differ between boys and girls. (3) The simple sentence was most used. (4) As grade level increased, the proportion of simple sentences decreased and the proportion of complex sentences increased. (5) Below-average readers used simple sentences more frequently than above-average readers, and above-average readers used compound sentences more frequently than average and below-average readers. (6) The use of sentence types was not independent of sex and level of reading comprehension. (7) Two sentence structure patterns (noun-verb-noun and noun-verb) made up 87 percent of the sentences. (8) An analysis of written compositions according to the 10 basic structural patterns could not differentiate among children at this level in terms of sex, grade, or level of reading comprehension.

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